Proposal to discontinue Ysgol Pontiets

Consultation Document



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Glossary of Acronyms

ALN - Additional Learning Needs

ALNCo - Additional Learning Needs Coordinator

eFSM - Free School Meals

HR - Human Resources

ICT - Information and Communications Technology

IDP - Individual Development Plan

IIA - Integrated Impact Assessment

LDP - Local Development Plan

LA - Local Authority

LMS - Local Management of Schools

LSOAs - Lower Super Output Areas

MEP - Modernising Education Programme

ONS - Office for National Statistics

PLASC - Pupil Level Annual School Census

PPA - Panel Performance Assessment

PTFA - Parent, Teachers and Friends Association

RLDP - Revised Local Development Plan

SWOT - Strengths, Weaknesses, Opportunities and Threats

UNCRC - United Nations Convention on the Rights of the Child

UPFSM - Universal Primary Free School Meals

WIMD - Welsh Index of Multiple Deprivation

WESP - Welsh in Education Strategic Plan

WG - Welsh Government

1. Introduction

This consultation document outlines the Local Authority's proposal to discontinue Ysgol Pontiets from 31st December 2027. Should the proposal proceed, pupils currently attending Ysgol Pontiets would transfer to Ysgol Ponthenri from 1st January 2028.

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

The proposal has been developed following a detailed and evidence-based review of Ysgol Pontiets' long-term sustainability. This has identified a number of significant challenges, including persistently low and declining pupil numbers, a high level of surplus places, and, more recently, a rapidly diminishing budget. In line with the requirements of the Code, the Authority has considered these factors alongside the need to ensure the efficient use of resources, the availability of sufficient and suitable school places, and the potential to maintain or improve educational standards and learner outcomes.

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

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

2. Background

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

Carmarthenshire County Council's Modernising Education 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 an individual school might experience challenges from any one or a combination of the viability criteria.
The viability criteria are:

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

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

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

Since 2024, there has been increasing financial pressure facing the County's schools' network. A growing number of schools are already in financial deficit as the number of surplus places across the school estate has increased. Fewer pupils in schools, with increased surplus capacity has reduced the financial viability of many more schools. Financial pressures in schools can have a significant impact on their ability to deliver high quality education for children. It follows that this has a greater impact in schools with lower pupil numbers or where pupil numbers are falling. In January 2024, there were 18 schools with 50 pupils or fewer in Carmarthenshire. In January 2026, this number had increased to 22 schools.

The £158.9m budget for schools is the largest of all the Council's services. At the end of the financial year 2025-26, this budget was in deficit by £9.5m. The increasing

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

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

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

2.1 Shaping Discussions (Stage 0)

Following a shaping discussion held on 12th March 2025 with the Headteacher, Governing Body and Local Member of Ysgol Pontiets regarding the current position of the school. A position statement and several proposals with accompanying detailed action plans for implementing key objectives were subsequently submitted by the school for consideration. These proposals aimed to support the long-term sustainability and development of Ysgol Pontiets and have been incorporated as options 2 to 8 within the table of alternative options.

The school's feedback submission also included information regarding the school's:

- important history including the celebration of its 150th year anniversary which has had wide reaching interest
- provision of Welsh Language education
- wide range of opportunities offered to pupils both curricula and extra-curricular
- partnerships it has developed to extend and enrich curricular and outdoor activities
- partnership with Menter Cwm Gwendraeth for the establishment of Nursery provision and Mwncis Mentris (Mother and Toddler)
- inclusive curriculum and how the school will meet the needs of different groups of learners
- curriculum design based around the 4 purposes
- ethos of teaching every child as an individual, rather than by year group, focus on skills and capability
- role and active participation of the Governing Body

- performance against targets
- projected financial position which is expected to be in surplus at the end of the 2025-26 financial year
- active Parents, Teacher and Friends association which funds a range of activities throughout the year
- appropriate school building condition and suitability
- success in securing grant funding to enhance academic and wellbeing activities

3. School Subject to Proposal

Ysgol Pontiets is a Welsh medium community primary shool for pupils aged 4-11 and is situated in the village of Pontiets located on the B4309 between Carmarthen and Llanelli. Established in 1875, the school celebrated 150 years in 2025. The school serves the eastern site of the village of Pontiets. The latest Pupil Level Annual School Census (PLASC) 2026 data showed that there are currently 21 pupils on roll.

School Image – Ysgol Pontiets	Location Map – Ysgol Pontiets
	

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

The School Organisation Code (2026) defines a rural school using the Office for National Statistics (ONS) rural urban classification. Under this definition, a school is only considered rural if it is located in a settlement classified as a village or in a hamlet or dispersed area, either in a sparse or less sparse context. In addition, the Code states that only those schools identified through this classification and included on the official list of rural schools set out in Annex F (of the Code) are treated as rural for the purposes of the Code.

Ysgol Pontiets does not meet these criteria, as it is not classified within these defined rural settlement categories and is not included on the official list of designated rural

schools. Therefore, in line with the School Organisation Code (2026), it is not regarded as a rural school, and the specific provisions that apply to rural schools, such as the presumption against closure, do not apply.

3.1 School Information – Ysgol Pontiets

		Ysgol Pontiets
School Location		Heol Llanelli, Pontiets, SA15 5UB
Age Range		4-11
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Community
Language Category		3 – Welsh Medium
Number of registered Pupils (PLASC 2026)	**Nursery Age**	2
	Reception – Y.6	19
	Total	21
Number of pupils previously on the register (including Nursery) (PLASC)	**January 2025**	24
	January 2024	26
	January 2023	28
	February 2022	34
Pupil Projections (excluding Nursery) (2026)	**January 2027**	21
	January 2028	22
	January 2029	19
	January 2030	20
	January 2031	21
Nursery Capacity 25/26		9
Reception-Y6 Capacity 25/26		69
Total Capacity 25/26		78
% surplus places at PLASC 2026		73%
Nursery Capacity 26/27		9
Reception-Y6 Capacity 26/27		74
Total Capacity 26/27		83
Budget share per pupil (2025/26)		£8,180
School Budget (2025/2026)		£196,314
End of 2025/26 budget position		£5,330 surplus
Budget share per pupil (2026/27)		£9,017
School Budget (2026/2027)		£189,356
Forecasted end of 2026/27 budget position		£80,469 deficit
Estyn Inspection Result		Not in follow-up Pontiets C.P. School - Estyn
Building Condition Category (2024)		B
Building Suitability (2024)		B

(PLASC) - Pupil Level Annual School Census

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

3.2 Current Arrangements – Status Quo at Ysgol Pontiets

Ysgol Pontiets is a Welsh Medium community primary school located in the village of Pontiets. The school provides education to pupils between the ages of 4-11. The school has recently celebrated its 150th anniversary demonstrating its prominence as an education establishment in the locality.

The latest Pupil Level Annual School Census (PLASC) (2026) data showed that there were 21 pupils on roll, 2 pupils below statutory school age (Nursery) and 19 of statutory school age (Reception and above).

Of the 21 pupils on roll at PLASC 2026, 12 pupils attended the school from within the Ysgol Pontiets catchment area whilst the remaining 9 pupils attended the school from outside the Ysgol Pontiets catchment area. In addition, 38 pupils from within the Ysgol Pontiets catchment area attended other schools.

The school's capacity for the academic year 2025-2026 was 78.
The school's capacity for the academic year 2026-2027 is 83.

The school is led by an acting headteacher who has a 0.4 teaching responsibility and is the School Additional Learning Needs Coordinator (ALNCo).

In addition, there are two teachers employed at the school (one 0.8 and one 0.6) and two teaching assistants (one 0.7 and one 0.6).

The school operates two classes. One class of pupils from Nursery to Year 2 and a second class from Years 3 – 6.

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

Low and declining pupil numbers

Ysgol Pontiets' pupil numbers have declined in recent years, from 34 pupils at PLASC 2022 to 21 pupils at PLASC 2026.

PLASC Year	Full Time Nursery	Reception	1	2	3	4	5	6	Total
2026	2	1	3	2	2	6	2	3	21
2025	2	3	3	0	6	3	3	4	24
2024	1	4	0	6	3	3	4	5	26
2023	3	1	6	3	4	4	4	3	28
2022	1	6	3	4	3	4	3	10	34

Catchment Area Data

PLASC 2026 data shows that the number of pupils living inside the Ysgol Pontiets catchment area attending the school is low. The majority of pupils living inside the Ysgol Pontiets catchment area attend other schools.

Total Number of Pupils (PLASC 2026)	Pupils living inside catchment area attending this school	Pupils living outside catchment area attending this school	Pupils living inside catchment area attending other schools
21	12	9	38*
*Bryn, Carwe, Ferryside, Gwynfryn, Llannon, Pembrey, Ponthenri, Pontyberem, Pum Heol, St Mary's (Llanelli), Trimsaran			

High Surplus Places

Having low pupil numbers also impacts on the school's surplus capacity.

Ysgol Pontiets has experienced a significant level of surplus capacity in the last five years as demonstrated below:

	Historical PLASC				PLASC 2026
	2022	2023	2024	2025	
Total Capacity	85	85	85	85	78
Total Head Count	34	28	26	24	21

Surplus	51	57	59	61	57
% Surplus (rounded to nearest 1%)	60%	67%	69%	72%	73%

As noted in the School Organisation Code (2026) section 1.21 Resourcing of education and other financial implications:

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

At PLASC 2025 Ysgol Pontiets had 72% surplus and 61 unfilled places. The PLASC 2026 data shows that the school has 73% surplus and 57 unfilled places.

Pupil Projections and Projected Surplus Capacity

Based on PLASC 2026 data, Ysgol Pontiets' pupil projections anticipate a continuously high number of surplus places.

Year	January 2027	January 2028	January 2029	January 2030	January 2031
Pupil Projections (including Nursery age pupils)	21	22	19	20	21
Total Capacity	83	73	73	73	73
Surplus	62	51	54	53	52
% Surplus (rounded to nearest 1%)	75%	70%	74%	73%	71%

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

Therefore, it is anticipated that Ysgol Pontiets will continue to experience low pupil numbers and significant surplus places over the next five years.

Birth Data

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

Recent birth data for the catchment indicates consistently low numbers of live births. This trend suggests limited scope for growth in the number of children entering statutory education in the local area.

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

Birth Data Table

Pupils born in catchment postcode against pupils on roll at PLASC in reception for relevant academic year								
Pontiets	**Birth Year**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**
	Reception Year	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**	**2030**
	Births	8	6	1	12	3	10	7
	PLASC	4	3	1	-	-	-	-

As a result, there is no evidence within the available birth data to suggest a recovery in pupil numbers at Ysgol Pontiets. This demographic context supports the pupil projections set out in this document, which anticipate continued low pupil numbers and increasing levels of surplus capacity over the next five years.

School Budget Issues

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

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

Year end Balance	**£**
2021/22	£101,364 surplus
2022/23	£121,403 surplus
2023/24	£95,382 surplus
2024/25	£39,859 surplus
2025/26	£5,330 surplus

2026/27

School funding amount	£189,356
Pupil numbers (funding based on **2026** January PLASC)	21
Funding per pupil	£9,017

Primary school average mainstream funding per pupil	£5,969
Forecast deficit to end of 2026/27	£80,469 deficit

The school is projecting a deficit budget of £80,469 at the end of the 2026/27 financial year.

High budget share per pupil

Based on the Council's Section 52 Education Budget Statement for 2026-27, the school's budget share per pupil during 2026-27 is £9,017. This is £3,048 higher than the Carmarthenshire County Council primary school average of £5,969 for 2026-27.

Due to low pupil numbers, during 2026-27 the school will receive a £45,000 Small School Supplement and a £20,000 Surplus Places Supplement.

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

Quality & Standards in Education

Ysgol Pontiets was last inspected by Estyn in July 2017 and in accordance with the Education Act 2005, Her Majesty's Chief Inspector was of the opinion that this school was in need of significant improvement. The recommendations noted at the time were as follows:

R1 Improve pupils' Welsh reading and writing skills in Key Stage 2.
R2 Ensure regular opportunities for pupils to use their numeracy skills across the learning areas and the curriculum.
R3 Ensure that teaching provides an appropriate level of challenge and nurtures pupils' independent learning skills in order for them to play a more active role in their learning.
R4 Ensure that leaders address the safeguarding issues.
R5 Improve the school's leadership structure in order to ensure a clear strategic direction and accountability at all levels.
R6 Strengthen the self-evaluation process in order to identify clearly priorities for improvement and ensure progress against them.

In accordance with the Education Act 2005, HMCI was of the opinion that this school was in need of significant improvement. The school was to produce an action plan that showed how it would address the recommendations. Estyn would monitor the school's progress around 12 months after the publication of this report.

In December 2018 Ysgol Pontiets was judged to have made sufficient progress in relation to the recommendations following the most recent core inspection. As a result, Her Majesty's Chief Inspector of Education and Training in Wales removed the school from the list of schools that are in need of significant improvement and was placed in the 'No Follow-up' category.

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

Low pupil numbers at the school impacts on class organisation. Currently pupils are taught in two mixed age classes, Nursery to Year 2 are taught in one class and Years 3 - 6 are taught in another class.

This is extremely challenging for a teacher as they must meet highly diverse learning needs within each lesson which can be difficult as different year groups have different statutory expectations with pupils spanning several attainment steps or developmental stages. They also have to manage a class where pupils work on different tasks at the same time with younger pupils requiring more direct support whilst the older pupils need challenge and independence.

Lesson planning often takes longer than in single-year classes and limited staffing usually means little opportunity for Planning Preparation and Assessment collaboration resulting in increased teacher workload.

Socially and emotionally younger pupils may feel overshadowed whilst the older pupils may feel held back or overly responsible. Careful monitoring of confidence and participation is required with an increased focus on inclusive classroom culture.

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

Leadership

The Local Authority's aspiration for school leadership is to have sustainable leadership with suitably qualified leaders who are free to lead and manage the school with no headteacher having a full-time teaching commitment.

There is no permanent leadership in Ysgol Pontiets currently. It is led by an acting headteacher who has a 0.4 teaching responsibility and is the School Additional Learning Needs Coordinator (ALNCo).

Building Suitability and Condition

Building Suitability is the appropriateness of the school's buildings and site to support the effective delivery of the new Curriculum in Wales. The current suitability rating is classed as Grade B which is defined as "Satisfactory, performing as intended, but does not effectively support the delivery of the curriculum in some areas".

The current condition rating of Ysgol Pontiets indicates that the school is in overall satisfactory condition (Grade B), but with a clear need for ongoing maintenance and investments. Most building elements are serviceable although some (Block 3 and Block5) are deteriorating. Block 3 is currently unused and Block 5 is being partly used for storage.

3.3 Strengths and weaknesses of maintaining the status quo

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

Strengths	**Weaknesses**
No change for pupils or staff.	The school faces challenges impacting its future sustainability e.g. low pupil numbers, high surplus places and high budget share per pupil.
No Statutory Proposal required.	The current provision does not align with the aspirations of Carmarthenshire's Primary Educational Principles.
No impact on the local community and the school maintains its unique identity.	Projections do not anticipate a significant change in pupil numbers over the next five years and indicate pupil numbers will remain low.
	Significant surplus places are projected to remain over the next five years.
	Birth Rate Data does not suggest an increase in pupil numbers at Ysgol Pontiets.
Opportunities	**Threats**
Potential to involve the community in fundraising and volunteering to strengthen school operations and reduce deficit budgets.	Low pupil numbers and resulting budget challenges impede school improvement plan.
Likely impact on quality and standards in education	

Ysgol Pontiets is a two-classroom school, where the acting headteacher has a 0.4 teaching responsibility and is the school ALNCo.

On entry to the school, most pupils' language and mathematical skills are low. However, many make suitable progress during their time at the school. A majority of pupils from years 3 – 6 write to a standard that is appropriate for their age and ability in Welsh. However, the syntax of a minority of pupils' is weak. A majority of pupils' mathematical skills in lessons and in their mathematics books are sound. However, a few more able pupils do not achieve to their full potential.

Staff provide a range of comprehensive learning experiences for pupils, which meet the requirements effectively. Teachers plan stimulating activities jointly to meet many pupils' needs. However, opportunities to develop independent skills is underdeveloped. Teachers make appropriate use of beneficial activities that develop pupils' literacy and ICT skills in the class's thematic work. However, plans do not ensure regular opportunities for pupils to develop their numeracy skills in full.

The Acting headteacher has shared a vision for the school based on pupils developing a can-do attitude and a positive love of learning. They consider pupils' wellbeing and happiness in all aspects of school life, creating a caring and supportive community. Staff use this vision to set high expectations for standards in key learning areas, including reading, writing and maths. However, leaders do not always communicate the same high expectations for pupils to make the same progress in the wider curriculum.

Members of the governing body play a core and valuable part in the school's development. They have a firm understanding of the school's priorities and the progress the school is making towards raising standards. However, their input into self-evaluation processes need to be strengthened.

Likely impact on the community

No impact on the community is anticipated as the status quo would remain and education provision retained in the area.

Likely effect of different travel arrangements

There would be no anticipated impact on travel arrangements as the status quo would remain.

3.4 Why change is considered necessary

Given the above information, change is necessary to ensure that pupils receive high-quality education. The proposed changes would allow for the reallocation of resources to schools with the ability to deliver better educational outcomes for pupils. It would also address the issue of surplus places and support a more efficient use of public

funds. Maintaining the school in its current form is considered unsustainable and does not provide the education standards required.

Having carefully considered pupil numbers, surplus capacity, financial sustainability, educational standards, community impacts, Welsh-medium provision, the availability of suitable alternative school places, and the assessment of reasonable alternatives, the Local Authority has concluded that retaining the current arrangements is unlikely to deliver a sustainable long-term solution. The Authority therefore believes it is appropriate to undertake a formal consultation on the proposal, enabling stakeholders to express their views and ensuring that all representations are fully considered before any final decision is reached.

3.5 Assessment of Alternative Options

Following a shaping discussion held on 12th March 2025 with the Headteacher, Governing Body and Local Member of Ysgol Pontiets regarding the current position of the school, a position statement and several proposals with accompanying detailed action plans for implementing key objectives were subsequently submitted by the school for consideration. These proposals aimed to support the long-term sustainability and development of Ysgol Pontiets and have been incorporated as options 2 to 8 within the table of alternative options.

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

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

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

Alternative Option 1 – Retain the current arrangements (Status Quo) at Ysgol Pontiets	
Strengths	**Weaknesses**
No change for pupils or staff.	The school faces challenges impacting its future sustainability e.g. low pupil numbers, high surplus places and high budget share per pupil.
No Statutory Proposal required.	The current provision does not align with the aspirations of Carmarthenshire's Primary Educational Principles.

No impact on the local community and the school maintains its unique identity.	Projections do not anticipate a significant change in pupil numbers over the next five years and indicate pupil numbers will remain low.
	Significant surplus places are projected to remain over the next five years.
	Birth Rate Data does not suggest an increase in pupil numbers at Ysgol Pontiets.
Opportunities	**Threats**
Potential to involve the community in fundraising and volunteering to strengthen school operations and reduce deficit budgets.	Low pupil numbers and resulting budget challenges impede school improvement plan.

Likely impact on quality and standards in education

Ysgol Pontiets is a two-classroom school, where the acting headteacher has a 0.4 teaching responsibility and is the school ALNCo.

On entry to the school, most pupils' language and mathematical skills are low. However, many make suitable progress during their time at the school. A majority of pupils from years 3 – 6 write to a standard that is appropriate for their age and ability in Welsh. However, the syntax of a minority of pupils' is weak. A majority of pupils' mathematical skills in lessons and in their mathematics books are sound. However, a few more able pupils do not achieve to their full potential.

Staff provide a range of comprehensive learning experiences for pupils, which meet the requirements effectively. Teachers plan stimulating activities jointly to meet many pupils' needs. However, opportunities to develop independent skills is underdeveloped. Teachers make appropriate use of beneficial activities that develop pupils' literacy and ICT skills in the class's thematic work. However, plans do not ensure regular opportunities for pupils to develop their numeracy skills in full.

The Acting headteacher has shared a vision for the school based on pupils developing a can-do attitude and a positive love of learning. They consider pupils' wellbeing and happiness in all aspects of school life, creating a caring and supportive community. Staff use this vision to set high expectations for standards in key learning areas, including reading, writing and maths. However, leaders do not always communicate the same high expectations for pupils to make the same progress in the wider curriculum.

Members of the governing body play a core and valuable part in the school's development. They have a firm understanding of the school's priorities and the progress the school is making towards raising standards. However, their input into self-evaluation processes need to be strengthened.

Likely impact on the community No impact on the community is anticipated as the status quo would remain and education provision retained in the area.
Likely effect of different travel arrangements There would be no anticipated impact on travel arrangements as the status quo would remain.
Reason for discounting this option • It would not address low pupil numbers at the school. • It would not address high surplus places at the school. • It would not address budget issues at the school. • It would not address the high cost per pupil at the school. • It would not address permanent leadership at the school.

Alternative Option 2 – Increase the capacity of the school by developing and implementing a range of initiatives e.g. developing partnership with Menter Cwm Gwendraeth to establish nursery provision, promotional plan, open days.	
Strengths	**Weaknesses**
Would retain education provision in the Pontiets area.	Parental preference for school admissions remains outside the control of the school/Governing Body.
No additional resources required to implement initiatives e.g. promotional plan, open days, as these would be managed by the school/Governing Body.	Could take several years to see an impact on pupil numbers meaning the school's challenges in relation to low pupil numbers, high surplus places and high budget share per pupil could remain in the short to medium term.
Local community could benefit from additional services in the locality.	Would require the agreement of the Local Authority before use of school space by external provider e.g. nursery provider.
No statutory process required.	
Opportunities	**Threats**
Opportunity to establish positive working relationships with external partners.	Compliance requirements associated with establishing nursery provision on a school site.
Widening the school's service/ educational offer may attract more pupils to attend the school.	
Likely impact on quality and standards in education	

There would be no change to the quality and standards in education as the status quo would remain.

Likely impact on the community

There is one registered childcare setting in the village namely Nyth y Plant which could be impacted by the introduction of nursery provision at the school A potential adverse impact is that some parents may choose the school-based nursery provision in preference to the childcare setting, resulting in a reduction in the number of children attending Nyth y Plant. However, it is also recognised that any places vacated by children transferring to the school nursery could create opportunities for other children to access childcare provision at Nyth y Plant. Consequently, the overall impact on the provider will be influenced by parental choice and future demand for childcare places within the local area.

Likely effect of different travel arrangements

There would be no anticipated impact on travel arrangements as the status quo would remain.

Reason for discounting this option

- It would not address low pupil numbers at the school.
- It would not address high surplus places at the school.
- It would not address budget issues at the school.
- It would not address the high cost per pupil at the school.
- It would not address permanent leadership at the school.

Alternative Option 3 - Increase community involvement e.g. Advertising the use of space, developing partnerships and involving community groups.

Strengths	**Weaknesses**
Would retain education provision in the Pontiets area.	Does not directly address key challenges impacting the school currently e.g. low pupil numbers, high surplus places and high budget share per pupil.
No additional resources required to implement initiatives, would be managed by the school/Governing Body in line with Local Authority policy and processes.	Could take several years to see an impact meaning the school's challenges remain in the short to medium term.
Local community could benefit from access to use of space within the locality.	Would require the agreement of the Local Authority before use of school space by external provider.
No statutory process required.	
Could provide some financial support to the school through income generation.	
Opportunities	**Threats**

Opportunity to establish positive working relationships with external partners who could enhance the school's learning experience.	Liability and insurance risks would need to be managed.

Likely impact on quality and standards in education

There would be no change to the quality and standards in education as the status quo would remain.

Likely impact on the community

It would provide the community with an additional venue to hold local events. Local groups could develop greater links with the pupils at the school, benefiting both the school and the community.

Likely effect of different travel arrangements

There would be no anticipated impact on travel arrangements as the status quo would remain.

Reason for discounting this option

- It would not address low pupil numbers at the school.
- It would not address high surplus places at the school.
- It is unlikely to have a significant impact on budget issues at the school.
- It would not address the high cost per pupil at the school.
- It would not address permanent leadership at the school.

Alternative Option 4 - Enhanced utilisation and improvement of school buildings	
Strengths	**Weaknesses**
Would retain education provision in the Pontiets area.	Investment in the school building required to implement initiative will require capital funding.
Local community could benefit from access to use of space within the locality.	Would require the agreement of the Local Authority before making any change to the school building.
No statutory process required.	Does not directly address key challenges impacting the school currently e.g. low pupil numbers, high surplus places and high budget share per pupil.
Could provide some financial support to the school through income generation.	Could take several years to see an impact meaning the school's challenges remain in the short to medium term.

Opportunities	Threats
	Liability and insurance risks would need to be managed.

Likely impact on quality and standards in education

There would be no change to the quality and standards in education as the status quo would remain.

Likely impact on the community

It would provide the community with an additional venue to hold local events. Local groups could develop greater links with the pupils at the school, benefiting both the school and the community.

Likely effect of different travel arrangements

There would be no anticipated impact on travel arrangements as the status quo would remain.

Reason for discounting this option

- It would not address low pupil numbers at the school.
- It would not address high surplus places at the school.
- It is unlikely to have a significant impact on budget issues at the school.
- It would not address the high cost per pupil at the school.
- It would not address permanent leadership at the school.

Alternative Option 5 - Develop Collaboration Models e.g. voluntary collaboration/ federation	
Strengths	**Weaknesses**
Would retain education provision in the Pontiets area.	Legal processes required to establish a formal federation.
Could strengthen the school's position through enabling the possibility of sharing leadership, resources and creating cost efficiencies.	Requires a willing school/governing body.
Could provide pupils with a wider range of educational experiences and broader pupils' social experiences.	It is not guaranteed to address key challenges impacting the school currently e.g. low pupil numbers, high surplus places and high budget share per pupil.
	Could take several years to see an impact meaning the school's challenges remain in the short to medium term.
Opportunities	**Threats**
Federation Supplement provided to schools in a federation.	May face opposition to shared leadership from parents

Likely impact on quality and standards in education

- Developing a formal collaboration or federation arrangement could provide educational benefits through increased opportunities for shared leadership, professional learning, curriculum development and the sharing of effective practice between schools. Pupils may benefit from access to a broader range of educational experiences, extracurricular opportunities and collaborative activities, whilst staff could benefit from access to wider professional networks and increased opportunities to develop and share expertise.

- A federation arrangement could also help address some of the leadership challenges currently facing the school. Ysgol Pontiets does not currently have a permanent substantive headteacher and operates with a limited staffing structure. A federation may provide access to greater leadership capacity, stronger support structures and increased opportunities for distributed leadership, potentially enhancing self-evaluation, improvement planning and curriculum leadership.

- However, whilst a federation may strengthen leadership and collaboration, it would not directly address the fundamental challenges facing the school. The school would continue to experience low pupil numbers, high levels of surplus capacity and a disproportionately high cost per pupil. Pupil projections indicate that these challenges are likely to persist over the longer term. Consequently, concerns regarding the long-term sustainability and viability of the school would remain.

- The school would also continue to operate with mixed-age classes and a very small pupil population. Whilst standards could be maintained, some of the challenges associated with curriculum delivery, progression planning, peer interaction and efficient deployment of resources would remain. The educational benefits associated with federation would therefore be limited by the school's underlying demographic and organisational challenges.

- Overall, whilst this option could strengthen leadership capacity, professional learning and collaborative working, it would not address the key factors that prompted the review. Consequently, it is considered less effective than the preferred option in securing sustainable, high-quality educational provision and supporting long-term school improvement**.**

Likely impact on the community

Education provision would remain in the community and there would be little impact on the people of the village of Pontiets and surrounding area.

Likely effect of different travel arrangements

Some ad-hoc additional travel may be required if there is good collaboration between the schools in the federation otherwise it is anticipated that the travel arrangements would continue as they do currently.

Reason for discounting this option

- It would not address the school's low pupil numbers or projected long-term decline in demand.
- It would not address the high level of surplus places within the school.
- It would not improve the long-term financial sustainability of the provision or address the high cost per pupil.
- Whilst collaboration may strengthen leadership capacity and professional learning opportunities, it would not resolve the underlying sustainability challenges facing the school.
- The educational benefits would be dependent on securing a suitable partner school and establishing effective collaborative arrangements.
- The school would continue to operate with very low pupil numbers and mixed-age classes, meaning many of the existing organisational and curriculum challenges would remain.
- Whilst collaboration could support self-evaluation, improvement planning and school improvement activity, it would not provide the same opportunities as the preferred option to improve organisational resilience and secure a more sustainable model of provision.
- Consequently, the option would not address the key factors that prompted the review and is considered less effective than the preferred option in securing sustainable, high-quality educational provision and long-term school improvement.

Alternative Option 6 - Implement Shared Leadership Models	
Strengths	**Weaknesses**
Would retain education provision in the Pontiets area.	Legal process required to establish a formal federation.
Could strengthen the school's position through enabling the possibility of sharing leadership, resources and creating cost efficiencies.	Requires a willing school/governing body.
Could provide pupils with a wider range of educational experiences and broaden pupils' social experiences.	It is not guaranteed to address key challenges impacting the school currently e.g. low pupil numbers, high surplus places and high budget share per pupil.
	Could take several years to see an impact meaning the school's challenges remain in the short to medium term.
Opportunities	**Threats**
Federation Supplement provided to schools in a federation.	May face opposition to shared leadership from parents.
Likely impact on quality and standards in education	

A shared leadership model could strengthen leadership capacity and provide access to a broader range of leadership expertise than is currently available within the school. This may support self-evaluation, curriculum development, professional learning, workforce development and school improvement planning. A more sustainable leadership structure could also reduce some of the pressures currently associated with the acting headteacher undertaking leadership, teaching and Additional Learning Needs Co-ordinator (ALNCo) responsibilities simultaneously.

Improved leadership capacity may enhance strategic planning, strengthen organisational resilience and provide greater continuity in the event of staff absence or leadership change. Access to a wider leadership team could support more robust monitoring of standards, strengthen curriculum leadership, improve professional learning opportunities for staff and increase the school's capacity to deliver sustained improvement. It may also provide greater opportunities to strengthen self-evaluation and improvement planning processes and support the delivery of national and local educational priorities.

However, whilst leadership arrangements may be strengthened, this option would not address the fundamental challenges that have prompted the review. Ysgol Pontiets would continue to operate with a very small pupil population, significant surplus capacity and a disproportionately high cost per pupil. Pupil projections indicate that numbers are likely to remain low for the foreseeable future and therefore concerns regarding the long-term viability and sustainability of the provision would remain.

The school would also continue to operate with mixed-age classes spanning a wide range of year groups. Whilst staff work effectively to meet learners' needs, the complexity of planning, assessment and curriculum delivery within such a small setting would remain. Opportunities for learners to engage with larger groups of peers of a similar age, participate in collaborative learning and benefit from broader social experiences would continue to be more limited than those available through the preferred option.

Furthermore, the effectiveness of a shared leadership arrangement would depend upon the availability of suitable leadership capacity elsewhere and the willingness of another school to participate. Even if implemented successfully, the arrangement would primarily address leadership capacity rather than the wider demographic, organisational and financial challenges facing the school. Consequently, many of the factors affecting the school's long-term sustainability would remain unchanged.

Whilst this option may improve leadership capacity and strengthen aspects of school improvement activity, it would not address low pupil numbers, high levels of surplus places, the high cost per pupil or concerns regarding the efficient use of resources. Nor would it provide the same opportunities as the preferred option to secure a more sustainable educational model or improve organisational resilience over the longer term.

Overall, this option could strengthen leadership capacity, support school improvement activity and enhance organisational resilience in the short to medium term. However, it would not resolve the underlying demographic, financial and

organisational challenges facing the school and would provide limited scope to improve its long-term sustainability. Consequently, whilst educational standards could be maintained, the option is considered less effective than the preferred option in securing sustainable, high-quality educational provision, strengthening leadership and delivering long-term educational benefits for current and future learners.

Likely impact on the community

Education provision would remain in the community and there would be little impact on the people of the village of Pontiets and surrounding area.

Likely effect of different travel arrangements

There would be no anticipated impact on travel arrangements as the status quo would remain.

Reason for discounting this option

- It would not address the school's low pupil numbers, which are projected to remain low over the medium to long term.
- It would not address the significant level of surplus places within the school, which would continue to impact on the efficient use of resources.
- It would not improve the long-term financial sustainability of the provision or address the school's budgetary challenges.
- It would not address the disproportionately high cost per pupil associated with maintaining a very small school.
- Whilst a shared leadership model may strengthen leadership capacity and provide greater access to leadership expertise, it would not address the underlying demographic and organisational challenges facing the school.
- The option would not remove the challenges associated with operating mixed-age classes across a wide range of year groups or the limitations associated with a very small pupil population.
- The educational benefits would be dependent upon the availability of suitable leadership capacity elsewhere and the willingness of another school to participate in the arrangement.
- Whilst leadership capacity may improve, the option would not provide a sustainable solution to the factors that prompted the review and would offer limited scope to improve the long-term viability of the school.
- It would not provide the same opportunities as the preferred option to strengthen organisational resilience, make more effective use of resources and secure sustainable, high-quality educational provision for current and future learners.
- Consequently, the option is considered less effective than the preferred option in addressing the educational, organisational and financial challenges facing the school and securing long-term school improvement and sustainability.

Alternative Option 7 - Explore Grant Funding Opportunities	
Strengths	**Weaknesses**

Would retain education provision in the Pontiets area.	Grants do not provide long-term sustainable funding and are typically time-limited, competitive, and not guaranteed.
No additional resources required to implement initiative, would be managed by the school/Governing Body.	Identifying, applying for an managing grants can be resource intensive and requires significant administrative capacity.
Could provide the school with additional revenue/capital resources.	Does not directly address key challenges impacting the school currently e.g. low pupil numbers, high surplus places and high budget share per pupil.
Opportunities	**Threats**
Could provide the school with additional revenue/capital opportunities.	Inconsistent availability of funding and strict grant conditions may not make grants applicable to addressing the school's needs.

Likely impact on quality and standards in education

There would be no change to the quality and standards in education as the status quo would remain.

Likely impact on the community

Education provision would remain in the community and there would be little impact on the people of the village of Pontiets and surrounding area.

Likely effect of different travel arrangements

There would be no anticipated impact on travel arrangements as the status quo would remain.

Reason for discounting this option

- It would not address low pupil numbers at the school.
- It would not address high surplus places at the school.
- It would not address budget issues at the school in the long term, if at all, as the process to apply for grants is highly competitive, the funding is not guaranteed and is time-limited.
- It would not address the high cost per pupil at the school.
- It would not address permanent leadership at the school.

Alternative Option 8 – Enhance the use of technology	
Strengths	**Weaknesses**
Would retain education provision in the Pontiets area.	Does not directly address key challenges impacting the school currently e.g. low

	pupil numbers, high surplus places and high budget share per pupil.
Could connect pupils with remote teachers and subject specialists to enhance school provision/performance.	May require investment in additional technology.
	Ongoing maintenance costs associated with maintaining the technology.
Opportunities	**Threats**
Opportunity to work collaboratively with other schools/education providers to enhance the school's curriculum.	Potential resistance for use of technology from staff and pupils.

Likely impact on quality and standards in education

Enhanced use of technology could provide opportunities to enrich teaching and learning, improve access to digital resources and strengthen collaboration with other schools and educational providers. Learners could benefit from access to specialist expertise, virtual learning opportunities and a broader range of curriculum experiences that may not otherwise be readily available within a very small school setting. The option could also support the development of pupils' digital competence and contribute positively to the delivery of the Curriculum for Wales.

Technology may enhance curriculum delivery by enabling greater access to online resources, remote collaboration, digital assessment tools and shared learning opportunities with other schools. It could support teachers in providing a wider range of learning experiences and broaden pupils' access to expertise, resources and educational opportunities beyond those available within the school itself. In some instances, this may help mitigate aspects of the curriculum challenges associated with operating a very small school.

However, whilst technology may enhance learning experiences, it would not address the fundamental challenges facing the school. Ysgol Pontiets would continue to operate with low pupil numbers, significant surplus capacity and a disproportionately high cost per pupil. Pupil projections indicate that these challenges are likely to persist for the foreseeable future and therefore concerns regarding the long-term viability and sustainability of the provision would remain unchanged.

The school would also continue to operate with mixed-age classes spanning a wide range of year groups. Whilst digital technologies may support aspects of teaching and learning, they cannot fully replicate the educational, social and developmental benefits associated with learning alongside larger cohorts of pupils of a similar age and stage of development. Opportunities for peer collaboration, discussion, teamwork, pupil leadership and wider social interaction would remain comparatively limited.

Furthermore, enhanced use of technology would not address concerns relating to leadership capacity, organisational resilience or school improvement capacity. The school would continue to operate with limited staffing and leadership capacity, with the acting headteacher balancing leadership, teaching and Additional Learning Needs Co-ordinator (ALNCo) responsibilities. Consequently, many of the challenges associated with strategic planning, curriculum leadership, self-evaluation

and continuous school improvement would remain. Estyn's inspection findings highlighted the importance of strengthening leadership structures, accountability and self-evaluation processes to support sustained improvement. Whilst technology may support aspects of teaching and learning, it would not in itself increase leadership capacity or address these wider organisational challenges.

Successful implementation would also require ongoing investment in digital infrastructure, equipment, maintenance, technical support and staff professional learning. This would place additional pressure on resources without addressing the key demographic and financial factors affecting the school's future. There is limited evidence that investment in technology alone would secure a meaningful improvement in the school's long-term sustainability or educational viability.

Whilst technology may provide worthwhile educational benefits and enhance certain aspects of curriculum delivery, it would function primarily as a supplementary measure rather than a strategic solution to the issues identified through the review. Many of the educational benefits associated with digital learning could also be achieved within larger and more sustainable school settings that have greater staffing capacity, stronger leadership structures and broader curriculum opportunities.

Overall, whilst enhanced use of technology could enrich learning experiences, strengthen digital skills and support aspects of curriculum delivery, it would not address the underlying demographic, organisational, financial and leadership challenges facing the school. The option would not improve pupil numbers, reduce surplus capacity, strengthen long-term financial sustainability or provide additional leadership capacity to support school improvement. Furthermore, it would not address the leadership and organisational factors that inspection evidence suggests are important in securing sustained improvement. Consequently, whilst educational standards could be maintained, this option is considered less effective than the preferred option in securing sustainable, high-quality educational provision, effective leadership and continuous school improvement for current and future learners

Likely impact on the community

Education provision would remain in the community and there would be little impact on the people of the village of Pontiets and surrounding area.

Likely effect of different travel arrangements

There would be no anticipated impact on travel arrangements as the status quo would remain.

Reason for discounting this option

- It would not address the school's low pupil numbers, which are projected to remain low over the medium to long term.
- It would not address the significant level of surplus places within the school, resulting in the continued inefficient use of educational resources and accommodation.

- It would not improve the long-term financial sustainability of the provision or address the budgetary pressures associated with maintaining a very small school.
- It would not address the disproportionately high cost per pupil when compared with the county average.
- Implementation would require investment in digital infrastructure, equipment, maintenance, technical support and staff professional learning, resulting in additional costs without addressing the underlying challenges facing the school.
- Whilst technology may enhance aspects of teaching and learning, it would not address the organisational challenges associated with operating mixed-age classes across a wide range of year groups.
- It would not address the current leadership challenges facing the school, including the absence of a permanent substantive headteacher and the limited leadership capacity available within a very small staffing structure.
- It would not increase leadership capacity or provide the same opportunities as the preferred option to strengthen self-evaluation, improvement planning, curriculum leadership and continuous school improvement.
- Technology would act primarily as an enhancement to existing provision rather than a solution to the demographic, financial and organisational challenges that prompted the review.
- Consequently, whilst this option may provide some benefits through enhanced digital learning opportunities, it would not address the key factors affecting the school's long-term viability and is considered less effective than the preferred option in securing sustainable, high-quality educational provision for current and future learners.

Alternative Option 9 - Federate Ysgol Pontiets with a neighbouring school	
Strengths	**Weaknesses**
Would retain education provision in the Pontiets area.	Legal process required to establish a formal federation.
Could strengthen the school's position through enabling the possibility of sharing leadership, resources and creating cost efficiencies.	Requires a willing school/governing body.
Could provide pupils with a wider range of educational experiences and broaden pupils' social experiences.	It is not guaranteed to address key challenges impacting the school currently e.g. low pupil numbers, high surplus places and high budget share per pupil.
	Could take several years to see an impact meaning the school's challenges remain in the short to medium term.
Opportunities	**Threats**
Federation Supplement provided to schools in a federation.	Failure to obtain approval to implement the federation.
	May face opposition to shared leadership from parents.

	Increased workload for governors during inception and first year.

Likely impact on quality and standards in education

Federation with a neighbouring school could provide a range of educational benefits through increased leadership capacity, shared expertise, collaborative professional learning and improved organisational resilience. A federated model may strengthen self-evaluation, school improvement planning, curriculum leadership and workforce development, whilst providing staff with increased opportunities to collaborate, share effective practice and participate in professional learning across a wider school network. Learners may also benefit from access to a broader range of educational, cultural, sporting and extracurricular opportunities through closer partnership working between schools

A successful federation could address some of the leadership challenges currently facing the school. Ysgol Pontiets does not currently have a permanent substantive headteacher and operates with a limited staffing structure. Federation could provide access to a more sustainable leadership model, increase leadership capacity and strengthen organisational resilience. This may improve strategic planning, monitoring of standards, curriculum development, workforce development and the school's capacity to secure continuous improvement over time.

Federation may also strengthen the school's ability to deliver the Curriculum for Wales through collaborative curriculum planning, moderation, professional dialogue and shared expertise. Staff would have greater opportunities to work alongside colleagues from partner schools, supporting curriculum design, progression planning and the development of high-quality learning experiences. Learners may also benefit from increased opportunities for collaborative learning, peer interaction and wider educational experiences through joint activities and initiatives.

However, whilst federation could strengthen leadership arrangements and school improvement processes, it would not address the fundamental challenges that prompted the review. Ysgol Pontiets would continue to operate with low pupil numbers, significant surplus capacity and a disproportionately high cost per pupil. Pupil projections indicate that these challenges are likely to persist for the foreseeable future and therefore concerns regarding the long-term sustainability and viability of the provision would remain.

The school would also continue to operate with mixed-age classes spanning a wide range of year groups. Whilst federation may provide opportunities to share expertise and strengthen curriculum delivery, the organisational and educational challenges associated with teaching very small numbers of pupils across broad age ranges would remain. Opportunities for age-appropriate grouping, peer collaboration, wider social interaction and the efficient deployment of staffing and resources would continue to be more limited than those available through the preferred option.

Furthermore, opportunities to establish a federation may be constrained by the existing pattern of school organisation within the locality. A number of neighbouring schools already operate successfully within an established federation under a single leadership structure. Any proposal to incorporate Ysgol Pontiets within an existing

federation would increase the number of schools operating under a shared leadership model and could place additional demands on leadership capacity, governance arrangements and school improvement responsibilities. Alternatively, federation with another neighbouring school outside the existing federation structure would be dependent upon identifying a suitable and willing partner school and securing agreement to new governance and leadership arrangements. Consequently, there is uncertainty regarding both the deliverability of this option and the extent to which its anticipated benefits could be realised.

Whilst federation could strengthen leadership capacity, professional learning and school improvement activity, many of these benefits would take time to realise and would not provide a direct solution to the school's declining pupil numbers, high levels of surplus capacity and long-term sustainability concerns. As a result, many of the factors that have led to the review would remain unresolved.

Overall, federation could strengthen leadership arrangements, improve organisational resilience and provide valuable opportunities for collaboration, professional learning and school improvement. However, it would not address the underlying demographic, financial and sustainability challenges facing the school. Nor would it provide the same degree of certainty as the preferred option in securing a sustainable and resilient model of educational provision for the future. Consequently, whilst educational standards could be maintained and potentially enhanced in some areas, the option is considered less effective than the preferred option in securing sustainable, high-quality educational provision, improving the efficient use of resources and delivering long-term educational benefits for current and future learners.

Likely impact on the community

Education provision would remain in the community and there would be little impact on the people of the village of Pontiets and surrounding area.

Likely effect of different travel arrangements

There would be no anticipated impact on travel arrangements as the status quo would remain.

Reason for discounting this option

- It would not address the school's low pupil numbers, which are projected to remain low over the medium to long term.
- It would not address the significant level of surplus places within the school and would not improve the efficient use of educational resources and accommodation.
- It is unlikely to have a significant impact on the school's long-term financial sustainability and would not address the financial challenges associated with operating a very small school.
- It would not address the disproportionately high cost per pupil when compared with the county average.

- Whilst federation could strengthen leadership capacity, professional learning opportunities and organisational resilience, it would not address the underlying demographic challenges affecting the long-term viability of the school.
- The school would continue to operate with mixed-age classes and a very small pupil population, meaning many of the existing curriculum, organisational and resource challenges would remain.
- The success of the option would depend upon identifying a suitable and willing partner school and securing agreement to new governance and leadership arrangements, creating uncertainty regarding its deliverability and effectiveness.
- A number of neighbouring schools already operate within an established federation under a single leadership structure. Expanding existing arrangements could place additional demands on leadership capacity and reduce some of the intended benefits of federation.
- Whilst federation could strengthen self-evaluation, school improvement planning and curriculum leadership, it would not provide the same opportunities as the preferred option to secure a more sustainable educational model and make more effective use of resources.
- Consequently, the option would not address the key factors that prompted the review and is considered less effective than the preferred option in securing sustainable, high-quality educational provision, effective leadership and long-term school improvement for current and future learners.

Alternative Option 10 - Discontinue Ysgol Pontiets and pupils to attend nearest alternative school	
Strengths	**Weaknesses**
It would address key challenges impacting the school currently e.g. low pupil numbers, high surplus places and a high budget share per pupil.	Would require a Statutory Process which would create uncertainty for staff and pupils on the future of Ysgol Pontiets whilst the school organisation process is in progress.
It would reduce surplus places within the area.	Significant change for pupils.
It would increase pupil numbers at alternative schools.	Staffing implications for staff employed at Ysgol Pontiets.
	Loss of education provision in the Llanelli side of the village of Pontiets – impacting on the community.
	Families may choose for their children to transfer to a number of different schools, making transition more difficult for some pupils.
	Increased travelling time for pupils who currently attend Ysgol Pontiets as their nearest school.
Opportunities	**Threats**
Potential to improve the viability of education across the county.	Failure to obtain County Council approval to implement the proposal.

Potential to secure capital receipt from the sale of the existing school building.	Families may choose to transfer to a school of a different language category.

Likely impact on quality and standards in education

This option could provide a range of educational benefits. Pupils would continue to access Welsh-medium education and would be educated in schools with established leadership arrangements, broader staffing structures and greater organisational resilience. Depending on the receiving school selected by parents, learners may benefit from access to a wider range of curricular, cultural, sporting and extracurricular opportunities, together with enhanced opportunities for social interaction, collaborative learning and engagement with a broader peer group. These factors have the potential to enrich learners' educational experiences and support their wellbeing, confidence and wider development.

The option would also address a number of the challenges currently facing Ysgol Pontiets. Learners would transfer from a school with low pupil numbers, significant surplus capacity and a limited staffing structure to schools with greater organisational capacity and more sustainable leadership arrangements. Receiving schools would generally be better placed to support curriculum development, professional learning, distributed leadership and the effective delivery of the Curriculum for Wales over the longer term.

Pupils may also benefit from access to more balanced class structures and increased opportunities to learn alongside pupils of a similar age and stage of development. This could enhance opportunities for collaborative learning, discussion, peer support and progression. Learners may also have access to a broader range of pupil leadership opportunities, educational visits, cultural experiences, sporting activities and extracurricular provision that can contribute positively to wellbeing, engagement and aspirations.

In addition, many potential receiving schools benefit from greater leadership capacity and more established leadership structures than are currently available at Ysgol Pontiets. This may strengthen self-evaluation, curriculum leadership, professional learning and school improvement processes, providing greater organisational resilience and capacity to sustain improvements over time.

However, unlike the preferred option, this option does not identify a specific receiving school and therefore pupils may transfer to a number of different schools. As a result, established friendship groups, support networks and relationships may become dispersed. Whilst educational standards are likely to be maintained, there is greater potential for disruption to learners' educational experiences and wellbeing than under the preferred option.

The preferred option would enable the Local Authority to support a more coordinated and structured transition process centred on a named receiving school. This would provide greater certainty for pupils, families and staff, whilst maximising opportunities for learners to transfer alongside their peers and maintain established friendships, support networks and a sense of belonging. By contrast, this option may

require transition arrangements to be coordinated across multiple schools, potentially reducing continuity and increasing complexity for learners and families.

Whilst receiving schools would be expected to provide education of at least an equivalent standard, the educational experiences available to pupils may vary depending on the school attended. Consequently, the benefits realised under this option would be less certain than those associated with the preferred option, where there is greater certainty regarding leadership capacity, curriculum provision, wellbeing support and transition arrangements.

The option would also provide fewer opportunities to maintain the existing school community. The dispersal of pupils across multiple schools may reduce opportunities to preserve peer relationships, community connections and the collective identity that has developed through shared educational experiences at Ysgol Pontiets.

Overall, educational standards are likely to be maintained or improved under this option and pupils would continue to access high-quality Welsh-medium educational provision. The option would address many of the key challenges currently facing Ysgol Pontiets, including low pupil numbers, high levels of surplus capacity, financial sustainability concerns, leadership resilience and the high cost per pupil. However, because pupils may transfer to a range of different schools, the option would provide less certainty, continuity and cohesion than the preferred option. It may also result in greater disruption to established friendships, support networks and transition arrangements. Consequently, whilst the option is capable of delivering sustainable educational provision, it is considered less effective than the preferred option in supporting learner wellbeing, maintaining educational continuity and securing a smooth, coordinated and well-supported transition for current and future learners.

Likely impact on the community

The closure of the school would likely not affect the community with regards to the use of the school building outside school hours. No use is currently made of the school building outside hours.

However, the proposed closure could be perceived as a loss of local heritage given that the school celebrated 150 years in 2025.

Despite the building not being used by the community outside hours, the school still plays an important role within the community of Pontiets with generations of some local families having been educated at the school during the 150 years since its establishment.

Having pupils attend a school that's outside the local community can also create difficulties for parents/carers to attend school events and to socialise with each other.

Likely effect of different travel arrangements

Travel arrangements are likely to be impacted. Some pupils will face longer journeys to school and some pupils who currently walk to school may no longer be able to do so. Free transport will be provided in line with Carmarthenshire County Council's School Transport Policy. The proposal may impact parents who have to travel further to attend events at the school.
Reason for preferring this option • Addresses the school's low pupil numbers and removes concerns regarding the long-term viability of provision associated with maintaining a very small school. • Addresses the significant level of surplus places and supports the more efficient use of educational accommodation and resources. [• Improves the long-term financial sustainability of educational provision and addresses the budgetary pressures associated with operating a very small school. • Addresses the disproportionately high cost per pupil and supports a more efficient use of public funding. • Provides access to schools with established, permanent leadership arrangements, increased leadership capacity and greater organisational resilience. • Provides pupils with access to schools that are better placed to sustain curriculum development, professional learning and continuous school improvement over the longer term. • Maintains access to accommodation of equivalent suitability, with pupils transferring to schools that have the same Building Suitability Grade B classification as their current school. • Enables pupils to transfer alongside some of their existing peers, helping to maintain friendships, support networks and continuity during the transition process. • Supports learner wellbeing by reducing some of the disruption typically associated with school closure proposals and helping pupils settle successfully into their new school environment. • Provides access to schools with greater organisational capacity, broader educational opportunities and more sustainable arrangements for future learners.

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

Various options have been explored concerning the future of Ysgol Pontiets. Each option has been evaluated, with a summary of the SWOT analysis and the rationale for either supporting or rejecting each option included. Currently, pupil numbers at Ysgol Pontiets are low and are projected to remain low in the coming years. Establishing a multi-site school would not address this fundamental issue, nor would it resolve other challenges the school faces, such as financial constraints and a deficit budget.

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

A range of options for the future of Ysgol Pontiets have been carefully considered, including the possibility of federating with other schools. This option has been evaluated, and a summary of the SWOT analysis, along with the reasons it is not preferred, is included in the alternative options above. Pupil numbers at Ysgol Pontiets are low and are projected to remain low in the coming years. Forming a federation or exploring clustering would not fully address the challenges the school is facing.

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

Consideration has been given to whether the school buildings could be utilised more fully as a community, educational or multi-use resource. However, while additional use of the premises may provide some wider community benefit, it would not address the core issues facing the school.

The challenges affecting the school's long-term viability are primarily linked to low pupil numbers, consistently low pupil projections, the need to organise pupils into mixed-age classes, and the school's rapidly diminishing surplus budget. These factors have a direct impact on both educational provision and financial sustainability. Increased community or external use of the buildings would not be expected to generate a sufficient increase in pupil numbers, improve future enrolment projections, reduce the need for mixed-age teaching arrangements, or eliminate the budget pressures faced by the school.

Although opportunities to maximise the use of the site have been explored, no realistic proposal has been identified that would materially alter the underlying circumstances that have led to the consideration of closure. As a result, fuller use of the buildings, whilst potentially beneficial in other respects, would not provide a sustainable solution to the challenges currently facing the school.

Furthermore, the village of Pontiets already has an established community hall serving the area which provides community facilities.

Conclusion of the Alternative Options Appraisal

Having carefully considered the various options above in accordance with the School Organisation Code (2026), the Local Authority has concluded that none of these alternative options adequately addresses the challenges currently facing Ysgol Pontiets.

Some alternative options did offer some benefits, however, none would provide a solutions to all the issues facing Ysgol Pontiets.

4. The Proposal – Closure of Ysgol Pontiets

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

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

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

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

Ysgol Ponthenri is also a language category 3 (Welsh medium), 4-11 Community Primary School located at Heol y Pentre, Ponthenri, Llanelli, SA15 5NS. Pupils wishing to attend this school will be transferred to a school of the same language category 3 (Welsh medium) school.

While Ysgol Ponthenri has been identified as the preferred receiving school within this proposal, it is important to emphasise that parents retain the right to express a preference for any school they wish their child to attend, including, but not limited to, schools located in nearby catchment areas. The inclusion of a preferred school in this document is intended to support planning in relation to capacity, transport, and continuity of education, but it does not restrict parental choice. Final decisions on school placements will be made in accordance with the local authority's admissions policy and parental preference, subject to the availability of places at the chosen school. The local authority recognises and respects the right of parents to choose an alternative school.

4.1 Reasons for the Proposal

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

Educational Benefits for Pupils

- Pupils would benefit from increased access to learning with a larger cohort of pupils which allows for clearer progression within year groups.

- Pupils would benefit from a wider peer group, supporting friendship development and social confidence.
- Pupils would be transferring to a school with an identical building suitability B grade as their current school.
- If pupils transfer to an alternative school, they could decide to move to a larger school with the capacity to deliver the new curriculum or, to a school that shares a similar ethos to their current setting.

Strategic and Operational Benefits

- The proposal would address the current challenges facing Ysgol Pontiets e.g. low pupil numbers, high surplus places and high budget share per pupil.
- The proposal would reduce surplus places in schools within the area.
- The proposal would, potentially, increase pupil numbers at Ysgol Ponthenri if pupils choose to attend this school.

Financial Benefits

- The proposal, if implemented, would result in ongoing annual revenue savings.
- The proposal presents a potential opportunity to generate revenue through the sale of the site.

4.2 Benefits and Disadvantages of the proposal

The expected benefits of the proposal and disadvantages when compared to the status quo should the proposal proceed are:

Benefits	Disadvantages
It would address the current challenges facing Ysgol Pontiets e.g. low pupil numbers, high surplus places, high budget share per pupil.	Would require a Statutory Process to be undertaken which would create uncertainty for staff and pupils on the future of Ysgol Pontiets whilst the School Organisation process is in progress.
It would reduce surplus places within the area.	Significant change for pupils.
It would potentially increase pupil numbers at Ysgol Ponthenri if pupils choose to attend this school.	Staffing implications for staff employed at Ysgol Pontiets.
It would increase access to learning and social opportunities for pupils if they choose to attend the alternative school (Ysgol Ponthenri), with a larger cohort of pupils.	Loss of education provision in the village of Pontiets – potentially impacting on the community.
The Local Authority would cease to maintain Ysgol Pontiets resulting in the funding being distributed to other schools.	Increased travelling time for pupils who currently attend Ysgol Pontiets as their nearest school.
Potential income from the sale of the building which would be reinvested into	

the Modernising Education Programme (MEP).	
The proposal would maintain the provision of Welsh medium education which would align with Carmarthenshire County Council's WESP and Welsh Government's Cymraeg 2050.	

4.3 Risk Management

Risk		Risk Management
1.	Uncertainty for staff and pupils on the future of Ysgol Pontiets whilst the School Organisation process is in progress.	Ensure staff and parents are kept informed of key decisions during the process.
2.	Failure to obtain statutory approval to implement the proposal.	Follow guidelines as set out in the School Organisation Code (2026).
3.	Disruption and potential emotional impact on some pupils.	Consider the need for transition plans for affected pupils. Ensure close collaboration between staff and families of the receiving school to provide a supportive transfer. Provide additional support when required.
4.	Additional pressure at Ysgol Ponthenri e.g. class sizes, resources or quality of education.	Ascertain early on in the process that the school has capacity for the additional pupils. Plan for minor adaptations or additional resources to support integration without compromising standards.
5.	Potential negative impact on the community due to the proposed school closure.	Explore opportunities to retain community use of school facilities where possible.
6.	Capacity pressures at the receiving school	The Local Authority would work closely with the receiving school during the transition period to assist with forward planning.

4.4 Assessment of the proposed closure of Ysgol Pontiets

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

Disocntinue Ysgol Pontiets and transfer pupils to Ysgol Ponthenri	
Strengths	**Weaknesses**
Positive impact for pupils who would be transferred to a school with better facilities.	Disruption and a period of instability for pupils and their families.
High levels of surplus places and low pupil numbers would be addressed.	Loss of education provision in the community.
Budget issues would be addressed.	Disruptions to staff and potential redundancies.
Pupils would benefit from attending a larger school with a cohort of pupils of a similar age. This would provide the opportunity and benefits of being taught in classes of similar ages.	Loss of a community asset which is valued highly by local people.
Pupils will access a broader, more stable and sustainable educational environment within nearby schools that are geographically accessible, well-established and equipped to meet current and future educational demands.	The Local Authority will need to provide transport for eligible pupils which may increase transportation costs.
More balanced class structures enabling effective differentiation and progression.	Travel distances may increase for some pupils having a negative effect on the environment.
Improved social and educational experiences for pupils. Higher pupil numbers provide increased opportunities for social interaction, teamwork and participation in enrichment activities. Pupils benefit from a wider peer group, more extracurricular opportunities and a broader school experience.	
Revenue savings realised from the closure would assist overall budgetary pressures that the Local Authority faces. Pupil number funding would transfer to the new school with the pupil and thus improve the budget in that school.	
Pupils would move together to their preferred new school.	

Access to federation-wide expertise, resources and professional collaboration.	
Stable, permanent leadership and management.	
Improved continuity and resilience in the event of staff absence or change.	
Stronger strategic oversight and school improvement capacity.	
Opportunities	**Threats**
Pupils (including those with ALN) will have access to a larger peer group, single-age classes and a broader curriculum which can enhance learning experiences and outcomes.	Opposition from parents and community members to the proposal.
Potential to improve the viability of education across the county.	Increased travel distances for pupils who currently walk to school could reduce opportunities for active travel and increase reliance on transport.
Potential to secure capital receipt from the sale of the existing school building.	
Improved Leadership Capacity and Stability – the receiving schools benefit from permanent, non-contact headteacher leadership within an established federation.	

Likely impact on quality and standards in education

Pupils currently attending Ysgol Pontiets who would transfer to Ysgol Ponthenri would be educated in classes with larger cohorts of same-age peers. This is likely to enhance access to a broader range of resources and support the effective delivery of the Curriculum for Wales, as larger schools typically benefit from increased staffing capacity and a wider range of professional expertise.

The Local Authority considers that the quality of education at Ysgol Ponthenri is at least equivalent to, and potentially stronger than, that currently provided at Ysgol Pontiets. As a result, no negative impact on pupil standards or progress is anticipated. On the contrary, the proposed arrangement is expected to have a positive effect on educational standards, primarily due to the presence of a permanent, non-teaching headteacher. This enables strengthened strategic oversight, clearer accountability, and improved continuity in leadership.

Although some pupils may experience short-term disruption associated with transitioning to a larger school environment, these are expected to be temporary. In the longer term, pupils are likely to benefit from enhanced opportunities for social interaction and the development of broader friendship groups, supporting their overall wellbeing. The close geographical proximity of the receiving schools will also help to minimise disruption for pupils and families.

Ysgol Ponthenri is part of a well-established federation with Gwynfryn Primary School and Carway Primary School. The leadership model across the federation is secure and effective, with a non-teaching headteacher providing strategic and operational oversight, supported by a wider senior leadership team, including assistant headteachers in each setting and an Additional Learning Needs Coordinator (ALNCo). This structure ensures robust oversight of standards, consistency in self-evaluation and improvement planning, and a strong focus on performance monitoring and statutory compliance.

Estyn (2024) highlighted the effectiveness of this approach, noting that leaders provide regular opportunities for teachers to collaborate across the federation and to jointly scrutinise pupils' work. As a result, the schools operate effectively as a professional learning community, with leaders accurately identifying strengths and areas for improvement.

The federation model further strengthens opportunities for collaboration, enabling staff to share expertise, engage in meaningful professional dialogue, and reflect collectively on practice. This collaborative approach is expected to support continuous improvement and contribute positively to the quality of teaching and pupil outcomes.

Likely impact on the community

The closure of the school would likely not affect the community with regards to the use of the school building outside school hours. No use is currently made of the school building outside hours.

However, the proposed closure could be perceived as a loss of local heritage given that the school celebrated 150 years in 2025.

Despite the building not being used by the community outside hours, the school still plays an important role within the community of Pontiets with generations of some local families having been educated at the school during the 150 years since its establishment.

Having pupils attend a school that's outside the local community can also create difficulties for parents/carers to attend school events and to socialise with each other.

Likely effect of different travel arrangements

Travel arrangements are likely to be impacted. Some pupils will face longer journeys to school and some pupils who currently walk to school may no longer be able to do so. Free transport will be provided in line with Carmarthenshire County Council's School Transport Policy. The proposal may impact parents who have to travel further to attend events at the school.

Reason for preferring this option

- Addresses sustained low pupil numbers and the resulting lack of long-term viability.
- Reduces a high level of surplus places, improving efficient use of school accommodation.
- Resolves ongoing budget pressures linked to small scale operation.
- Reduces the disproportionately high cost per pupil associated with low enrolment.
- Provides pupils with access to schools that have stable, permanent leadership structures.
- Eliminates reliance on an acting headteacher undertaking multiple statutory roles, including teaching and ALNCo responsibilities.
- Transfers pupils to schools within a well-established federation, benefiting from strong leadership capacity, shared expertise and strategic oversight.
- Improves teaching and learning through classes with less complex mixed-age ranges, enabling more targeted differentiation and progression.
- Strengthens Additional Learning Needs provision through dedicated ALNCo roles separate from headship.
- Maintains building suitability, as both receiving schools have the same B grade rating as the current school.
- Offers continuity and wellbeing support, as pupils would transfer alongside peers, helping to mitigate potential negative impacts of transition.
- Provides access to a broader peer group and enhanced social and educational opportunities.
- Supports a more sustainable and resilient educational model for the local area.

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

Key Challenge	**How the preferred option would address the key challenge**
Low pupil numbers PLASC 2026 figures show there are currently 21 pupils attending the school.	Ysgol Pontiets has been experiencing a steady decline in pupil numbers for the past number of years with projections and birth data showing no significant increase is expected for the next five years at least. The proposal would address the issue by transferring the remaining pupils to Ysgol Ponthenri.
High surplus places Currently there are 57 surplus places at the school equating to 73% surplus capacity.	The proposal would address this issue by transferring the remaining pupils to Ysgol Ponthenri.

	In accordance with the School Organisation Code (2026) a significant level of surplus provision is defined as 25% or more of a school's capacity and at least 30 unfilled places. The surplus provision in Ysgol Pontiets is far higher than this at 73%. As such, the Local Authority must review its provision.
School budget issues The school is projected to have a deficit of £80,469 by the end of the 2026/27 financial year.	The proposal would address this issue. Closure of the school would prevent the deficit budget growing. Ysgol Ponthenri is forecasted to have a surplus budget of £20,322 at the end of March 2026.
High budget share per pupil The school's budget share per pupil during 2025/26 was £8,180. This was £2,701 higher than the Carmarthenshire County Council primary school average. For 2026/27, the school's budget share per pupil is £9,017 which is £3,048 higher than the Carmarthenshire County Council primary school average.	The proposal would address this issue. Pupils would transfer to Ysgol Ponthenri which has a lower cost per pupil of £5,573 which is also lower than the county average of £5,969 for 2026/27.
Leadership and management Ysgol Pontiets currently does not have permanent substantive leadership in place. The school is led by an acting headteacher who holds 0.4 teaching commitment alongside the additional statutory responsibility of School Additional Learning Needs Co-ordinator (ALNCo). This results in a significant dual role which places considerable operational and strategic pressure on a single post-holder. Due to the size of the school and its limited staffing structure, leadership capacity is restricted. The acting headteacher is required to combine teaching, leadership, management and ALNCo responsibilities, which constrains the time available for strategic development, sustained self-evaluation, curriculum leadership and quality assurance. The absence of a non-contact headteacher limits opportunities for robust oversight of	The proposed closure of Ysgol Pontiets would enable pupils to transfer to Ysgol Ponthenri, which benefits from stable, permanent leadership arrangements and established distributed leadership structures. The school operates within a well-established federation of three primary schools, providing strong collaboration, shared expertise and resilience in leadership and governance. Within the federation, the headteacher holds a non-contact role, allowing effective oversight of operational matters and strategic direction across the schools. Each school within the federation is supported by an assistant headteacher who contributes to leadership capacity, supports staff development and maintains continuity. In addition, the ALNCo role is held separately from the headteacher, enabling more focused and effective leadership of additional learning needs provision.

teaching and learning, staff development, and long-term school improvement planning.	Overall, the proposed arrangements would offer pupils greater stability, stronger leadership capacity and a more sustainable management structure than is currently possible at Ysgol Pontiets.
Low pupil projections Pupil projection figures along with available birth data, forecast that numbers will remain similar to current numbers between 2027-2031 with surplus places remaining extremely high.	The proposal would address this issue by transferring pupils to Ysgol Ponthenri and potentially improving pupil projections at the school should pupils choose to transfer to that school.
Challenges with educational provision due to low pupil numbers Ysgol Pontiets currently operates with two mixed-age classes, each comprising four year groups. While staff work diligently to meet learners' needs, the very wide age range within each class places significant demands on planning, differentiation and assessment. This complexity can limit the ability to deliver consistently targeted teaching and learning experiences for all pupils. Small pupil numbers restrict opportunities for peer collaboration and age-appropriate grouping and can impact on pupils' social and academic experiences. Delivering the Curriculum for Wales within such broad mixed-age classes presents additional challenges, particularly in ensuring progression and continuity across learning steps. At Ysgol Pontiets, the ALNCo role is undertaken by the acting headteacher alongside teaching responsibilities. While statutory duties continue to be met, this combined role limits the capacity for strategic oversight, proactive intervention and partnership working required under the Additional Learning Needs and Education Tribunal (Wales) Act 2018.	The proposed receiving school operates with more balanced class structures and narrower year-group ranges. This supports more focused and effective teaching, clearer progression planning and increased opportunities for collaborative learning between pupils of similar ages. Staff are better positioned to target support, stretch and challenge appropriately, and respond to individual learning needs in a timely manner. Membership of a federation also strengthens curriculum development through shared planning, moderation and professional learning. This collaborative approach enhances consistency, quality and innovation in teaching and learning across the schools. Ysgol Ponthenri has a dedicated ALNCo separate from the headteacher role. This ensures stronger leadership of ALN provision, improved coordination with external agencies, and more robust monitoring of learner progress. Access to federation-wide expertise further strengthens consistency and quality of support for learners with additional learning needs.

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

If the County Council decides to proceed with the statutory process and subsequently implement the preferred option, appropriate support will be offered to pupils and their parents throughout the transition period.

A comprehensive transition programme will be put in place to support pupils and their families as they move to their new school. This will include opportunities to visit receiving schools, meet teaching and support staff, and become familiar with the school environment, routines, and facilities. A range of joint activities and transition events may also be organised to help pupils develop relationships with future classmates and build confidence in advance of the transfer. Receiving schools will provide clear and accessible information about the curriculum, available support services, extracurricular activities, and wider school facilities.

Maintaining regular communication with parents and carers will be a key aspect of the transition process. Where necessary, additional support will be provided to families who may require further assistance in engaging with the new school community.

Particular consideration will be given to the needs of vulnerable learners, including those with Additional Learning Needs (ALN), through personalised transition arrangements and enhanced pastoral support. Schools will continue to work closely with parents, carers, and relevant agencies to ensure continuity of provision and to support learners in fully participating in all aspects of school life.

Parents who wish their child to attend a school other than those identified within the proposal will have the opportunity to express a preference in line with the Local Authority's admissions policy. The Local Authority will provide guidance and support throughout this process, ensuring that parents are fully informed of the options available and any associated implications.

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

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

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

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

The total capacity of Ysgol Ponthenri for the 26/27 academic year is 85 with an admission number of 10.

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

PLASC 2026	Nursery	Reception	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Total
Ysgol Pontiets	2	1	3	2	2	6	2	3	21
Ysgol Ponthenri	0	7	8	7	10	6	11	11	60
TOTAL	**2**	**8**	**11**	**9**	**12**	**12**	**13**	**14**	**81**

The information shows that should the proposal proceed, and all current pupils choose to transfer from Ysgol Pontiets to Ysgol Ponthenri, the admission number in most year groups would be exceeded.

Should the proposal proceed, the alternative named school may need to review its class structure to accommodate some or all of the pupils of Ysgol Pontiets.

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

	PLASC 2026	Projection 2027*	Projection 2028*	Projection 2029*	Projection 2030*	Projection 2031*
Ysgol Pontiets	21	21	22	19	20	21
Ysgol Ponthenri	60	57	54	56	54	55
TOTAL	**81**	**78**	**76**	**75**	**74**	**76**

*(*Including Nursery pupils)*

The table suggest that Ysgol Ponthenri would have sufficient capacity for the combined projected pupil numbers.

This is further broken down by year group:

PLASC 2026 Projections	Nursery	Reception	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Total
January 2027									
Ysgol Pontiets	2	1	3	3	2	2	6	2	21
Ysgol Ponthenri	0	7	8	8	7	10	6	11	57
TOTAL	**2**	**8**	**11**	**11**	**9**	**12**	**12**	**13**	**78**
January 2028									
Ysgol Pontiets	2	1	3	3	3	2	2	6	22
Ysgol Ponthenri	0	7	8	8	8	7	10	6	54
TOTAL	**2**	**8**	**11**	**11**	**11**	**9**	**12**	**12**	**76**

When considering the projected combined pupil numbers broken down by year group it is recognised that, if all or most pupils choose to move to Ysgol Ponthenri, the number of pupils may temporarily exceed the school's admission number Should this occur, the Local Authority will process any applications in accordance with its School Admissions Policy and the Welsh Government's School Admissions Code.

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

Social Housing – Pupil Yield

Based on available housing data, there are currently no social housing developments planned within the communities of Pontiets and Ponthenri that would generate a demand for primary school places over the next few years. Therefore, social housing developments have not been identified as a factor that would affect the pupil projections contained in this document.

Housing Development – Local Development Plan (LDP)/Revised Local Development Plan (RLDP) (April 2026)

The Local Authority has assessed information provided by the Council's Planning Department concerning residential development sites within the Pontiets and Ponthenri area. The dataset includes allocations within the adopted Local Development Plan (LDP), proposed allocations within the Revised Local Development Plan (RLDP), and sites that currently have planning permission. The information reflects sites that were undeveloped as at April 2026.

There are currently six sites for individual dwellings with planning permission in the Pontiets area, two of which are under construction. In addition, planning permission has been granted for two residential developments: land adjacent to Tabernacle Terrace (11 dwellings) and land at Heol Llanelli, Danybanc Road (10 dwellings). These developments are anticipated to be completed between 2028 and 2032. Two further sites are identified within the Revised Local Development Plan (RLDP), although neither currently benefits from planning permission: Cae Canfas (8 dwellings) and 8 Heol Llanelli (6 dwellings). A further two sites may have been identified for residential development in previous development plan allocations; however, these have not been carried forward into the RLDP.

In the Ponthenri area, there are currently four sites for individual dwellings with planning permission, none of which are under construction. There are no larger residential developments currently proposed within the area. Again, although previous development plan allocations may have identified opportunities for residential development, these sites have not been included in the RLDP.

Whilst these developments have the potential to contribute to future population growth across the wider area, there is currently no evidence to suggest that they will lead to a significant increase in the number of pupils residing within the Ysgol Pontiets catchment area. In addition, the rate at which development takes place, levels of occupancy, and the household composition of future residents remain uncertain and will be influenced by market conditions and housing demand at the time.

Consequently, whilst planned housing growth has been taken into account as part of the assessment of future demand for school places, the available evidence does not indicate that the proposed residential developments are likely to have a material impact on the projected pupil population trends outlined elsewhere in this document. The Local Authority therefore considers that planned housing growth does not provide sufficient evidence to support the expectation of a significant increase in future pupil numbers at Ysgol Pontiets.

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

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

The intention is to transfer pupils from Ysgol Pontiets to Ysgol Ponthenri which has an accessibility plan. However, should a pupil require any adaptations to the school, reasonable adjustments will be made for the pupil in line with established Carmarthenshire County Council School Organisation processes.

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

Ysgol Ponthenri, which is a Category 3 Welsh medium school, has sufficient capacity overall to accommodate pupils from Ysgol Pontiets both in terms of current and projected numbers. However, a degree of restructuring may be required to accommodate the additional pupils into some year groups to ensure that they are able to continue their education through the medium of Welsh in line with Carmarthenshire's Welsh in Education Strategic Plan (WESP).

5.4 Other School Re-organisation Proposals

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

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

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

6. School(s) likely to be affected by the proposal

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

School Name		**Gwynfryn Primary School**	**Ysgol Ponthenri**	**Carway Primary School**	**Ysgol Pum Heol**	**Mynyddygarreg Primary School**
School Location		Heol y Meinciau, Pontiets, Llanelli, SA15 5SN	Heol y Pentre, Ponthenri, Llanelli, SA15 5NS	Carway, Kidwelly, SA17 4HE	Heol Hen, Five Roads, Llanelli, SA15 5EZ	Mynyddygarreg, Kidwelly, SA17 4RL
Age Range		4-11	4-11	4-11	4-11	4-11
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Community	Community	Community	Community	Community
Language Category		3 – Welsh Medium	3 – Welsh Medium	3 – Welsh Medium	3 – Welsh Medium	3 – Welsh Medium
Number of registered pupils (PLASC 2026)	**Nursery**	4	0	4	1	1
	Reception – Year 6	56	60	54	62	26
	Total	**60**	**60**	**58**	**63**	**27**

School Name		Gwynfryn Primary School	Ysgol Ponthenri	Carway Primary School	Ysgol Pum Heol	Mynyddygarreg Primary School
Number of pupils previously on the register (including Nursery) (PLASC)	**January 2025**	56	64	59	77	27
	January 2024	59	67	59	87	33
	January 2023	62	68	68	97	35
	February 2022	57	70	63	99	35
Pupil Projections 2026 (excluding Nursery)	**January 2027**	57	57	59	68	26
	January 2028	61	54	58	70	27
	January 2029	62	56	63	66	26
	January 2030	58	54	60	64	27
	January 2031	58	55	60	65	25
Nursery Capacity 2025/26		10	11	14	15	7
Reception – Year 6 Capacity 2025/26		85	83	104	105	54
Total Capacity 2025/26		**95**	**94**	**118**	**120**	**61**
Nursery Capacity 2026/27		10	10	14	15	7
Reception – Year 6 Capacity 2026/27		85	75	104	105	54

School Name	Gwynfryn Primary School	Ysgol Ponthenri	Carway Primary School	Ysgol Pum Heol	Mynyddygarreg Primary School
Total Capacity 2026/27	**95**	**85**	**118**	**120**	**61**
Budget share per pupil (2026/27)	£5,518	£5,573	£5,978	£5,855	£6,298
School Budget (2026/27)	£331,105	£334,409	£346,743	£368,869	£170,055
Estyn Inspection Result	Not in follow-up Ysgol Gynradd Gwynfryn - Estyn	Not in follow-up Ysgol Gynradd Ponthenri - Estyn	Not in follow-up Carway C.P. School - Estyn	Not in follow-up Ysgol Gynradd Pum Heol - Estyn	Not in follow-up Ysgol Mynyddygarreg - Estyn
Building Condition Category (2024)	C	B	B	A	C
Building Suitability	B	B	B	A	A

Gwynfryn Primary School, Ysgol Ponthenri and Carway Primary School are in a Federation. This means that the schools share the same Governing Body and that the Headteacher divides his time across the three sites.

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

Should the proposal proceed, the greatest anticipated impact would be on Ysgol Ponthenri as the named alternative school to Ysgol Pontiets. This impact would involve a greater number of pupils attending the school which can be considered a positive impact as it will support the sustainability of provision at the school which currently is under capacity.

However, parental preference means that parents have a right to express a preference to which school they would like their child to attend. Expressing a preference does not guarantee a child a place at their preferred school. Some parents of pupils of Ysgol Pontiets may wish to express a preference for an alternative school to those named above. Therefore, it is possible that other schools within proximity of Ysgol Pontiets may also be affected e.g. Gwynfryn Primary School, Carway Primary School or Ysgol Pum Heol, and, even further afield dependent upon parents/pupils' unique circumstances.

Though, the anticipated impact of increased pupil numbers at the schools most likely to be affected is not considered negative as all the surrounding schools to which it might reasonably be considered that pupils may wish to transfer have some surplus places.

Whilst Ysgol Ponthenri has been identified as the preferred receiving school within this proposal, it is important to emphasise that parents retain the right to express a preference for any school they wish their child to attend, including, but not limited to, schools located in nearby catchment areas such as Gwynfryn Primary School, Carway Primary School and Ysgol Pum Heol. The inclusion of a preferred school in this document is intended to support planning in relation to capacity, transport, and continuity of education, but it does not restrict parental choice. Final decisions on school placements will be made in accordance with the local authority's admissions policy and parental preference, subject to the availability of places at the chosen school. The local authority recognises and respects the right of parents to choose an alternative school.

6.2 Impact of the proposal on Staff

Should the proposal be approved, Ysgol Pontiets would close.

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.

6.3 Impact of the proposal on the local community

It is acknowledged that if the proposal to discontinue Ysgol Pontiets proceeds, the community of Pontiets would lose the presence of a school in the village which could have a negative impact on the community.

The school has recently celebrated its 150th anniversary, which highlights its prominent position as a focal point within the local community. The Community Impact Assessment identified that the school contributes positively to community life through its links with local organisations, extracurricular activities and events that bring people together, helping to foster a sense of belonging and community identity. However, no regular use is currently made of the school premises by external community groups outside school hours.

A draft Community Impact Assessment is presented at Appendix A. This will be updated throughout the process to reflect any feedback received.

The assessment also found that a significant proportion of children living within the Pontiets catchment area already attend schools other than Ysgol Pontiets and that suitable alternative provision is available at Ysgol Ponthenri. The receiving school provides a range of educational, cultural and extracurricular opportunities and maintains strong links with local organisations and community activities.

Due to the close proximity of Ysgol Ponthenri, the proposal is not expected to have a significant impact on travel times or on pupils' ability to walk or cycle to school. Appropriate transition arrangements and support would be provided to pupils and families should the proposal proceed.

Whilst the proposal would result in the loss of a school building that forms part of the history, identity and community life of Pontiets, the Community Impact Assessment concluded that community connections and participation in local activities would not necessarily cease as a result of the proposal. The assessment also recognised that, whilst the loss of a village school could reduce the attractiveness of the area to some prospective families and may have a limited adverse effect on community vitality and local spending, there is no evidence to suggest that significant numbers of families would leave the area or that the proposal would have a significant detrimental effect on the wider local economy. Demographic evidence indicates that Pontiets remains a stable and established community, and suitable alternative education provision would remain available nearby. Taking account of the opportunities available at the receiving school, the continued availability of community facilities within the village, the potential for future community benefit from the school site, and the mitigation measures

proposed, the overall impact on the local community is considered likely to be limited and capable of being appropriately managed. Consequently, the community impacts are not considered sufficiently significant to outweigh the educational and strategic benefits of the proposal.

7. Impact on Quality and Standards in Education

The following considers the impact on quality and standards in education should pupils transfer to Ysgol Ponthenri. However, it is acknowledged that some pupils could choose to transfer to alternative schools.

The Local Authority's view is that, were this proposal to proceed, Ysgol Ponthenri would provide education for pupils which is of at least equivalent quality or better as that provided at Ysgol Pontiets, so it is not anticipated that implementation of this proposal would have any negative impact on standards and progress overall.

Current school priorities / Estyn recommendations:

Ysgol Pontiets was last inspected by Estyn in July 2017 and was noted as a school needing significant improvement. It was removed from category in 2019 and currently is in No Follow Up. This means that the school has met the required standards of the inspection and does not require any additional monitoring or intervention from Estyn.

Estyn Recommendations from 2017:

- Improve pupils' Welsh reading and writing skills in Key Stage 2.
- Ensure regular opportunities for pupils to use their numeracy skills across the learning areas and the curriculum.
- Ensure that teaching provides an appropriate level of challenge and nurtures pupils' independent learning skills in order for them to play a more active role in their learning.
- Ensure that leaders address the safeguarding issues.
- Improve the school's leadership structure in order to ensure a clear strategic direction and accountability at all levels.
- Strengthen the self-evaluation process in order to identify clearly priorities for improvement and ensure progress against them.

Ysgol Ponthenri was last inspected by Estyn in November 2024 and currently is in No Follow-up. This means that the school has met the required standards of the inspection and does not require any additional monitoring or intervention from Estyn.

Estyn recommendations from 2024:

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

7.1 Likely impact on teaching and learning

- The proposal is not expected to have a negative impact on the quality of teaching and learning. Whilst Estyn reports that many pupils at Ysgol Pontiets make suitable progress during their time at the school and that pupils with additional learning needs make sound progress against their targets, the school's very small size and limited pupil numbers inevitably restrict opportunities for collaborative learning and can place constraints on the breadth of educational experiences available to learners.

- The current organisation of classes at Ysgol Pontiets requires pupils to be taught in mixed-age classes across a wide age range. In contrast, pupils transferring to Ysgol Ponthenri would benefit from learning alongside a larger number of peers of a similar age and stage of development. This is likely to enhance opportunities for collaborative learning, discussion, peer support and group-based activities, whilst supporting the development of communication, social and critical-thinking skills.

- The proposal would provide pupils with access to a broader and more sustainable curriculum offer. Ysgol Ponthenri's larger staffing structure and its participation within the established federation provide increased curriculum capacity, access to a wider range of expertise and stronger opportunities for curriculum development and innovation.

- The established collaborative arrangements across the federation support high-quality teaching and learning through joint curriculum planning, professional learning and the sharing of effective practice. These arrangements help to ensure consistency in pupils' learning experiences and support continuous improvement in teaching across the federation.

- Pupils would benefit from access to a wider range of enrichment opportunities, including extracurricular activities, educational visits, performances, sporting activities and pupil leadership opportunities. Such experiences can contribute positively to learners' engagement, confidence, aspirations and wider skills development.

- Estyn reports that teachers at Ysgol Ponthenri provide stimulating learning experiences that engage pupils effectively and foster positive attitudes towards learning. The inspection report also highlights the school's success in promoting pupils' independence and providing valuable opportunities for learners to influence their own learning. These strengths suggest that the school is well placed to support pupils transferring from Ysgol Pontiets and to maintain high-quality learning experiences.

- The proposal would place pupils within a school that is operating below capacity and forms part of a well-established federation with strong collaborative systems and greater organisational resilience. This provides a more sustainable model for maintaining and further developing high-quality teaching and learning over the longer term.

- Overall, the proposal is likely to have a positive impact on teaching and learning. The broader curriculum offer, increased opportunities for collaboration with peers, wider range of enrichment experiences and strong collaborative practices operating across the federation are expected to enhance pupils' learning experiences and support continued progress, attainment and wider skills development.

7.2 Likely impact on care, support and guidance

- Whilst the proposal would require pupils to transfer from Ysgol Pontiets to Ysgol Ponthenri, comprehensive transition arrangements would be implemented to support pupils and families throughout the process. These arrangements would include opportunities for pupils to visit the school, meet staff and peers, participate in transition activities and receive additional support where required to ensure a smooth and successful transition.

- Ysgol Pontiets has effective arrangements in place to support pupils' wellbeing and to provide appropriate provision and interventions for learners with additional learning needs. Detailed transition planning would ensure that information relating to pupils' wellbeing, progress and individual needs is shared effectively to enable continuity of support and provision following transfer.

- The proposal would provide pupils with opportunities to become part of a larger school community and to establish friendships with a wider group of peers of a similar age and stage of development. This is likely to have a positive impact on pupils' social development and wellbeing through increased opportunities for collaboration, participation and belonging.

- Pupils would benefit from access to a broader range of extracurricular, sporting, cultural and leadership opportunities. Participation in these activities can contribute positively to pupils' confidence, resilience, wellbeing and engagement with school life.

- Estyn reports that Ysgol Ponthenri's focus on supporting pupils' wellbeing is a clear strength and helps pupils to develop a strong understanding of their emotions and relationships. The inspection report also notes that nearly all pupils behave well, demonstrate very positive attitudes towards learning and make sound progress. These findings provide confidence that the school has the supportive environment, expertise and inclusive ethos required to support pupils effectively through the transition process and beyond.

- As part of an established hard federation, Ysgol Ponthenri benefits from collaborative support systems and access to a wider pool of staff expertise. This provides additional capacity to identify and support pupils experiencing social, emotional or behavioural difficulties and strengthens the school's ability to work proactively with families, partner agencies and support services where required.

- The larger staffing structure, established wellbeing systems and collaborative arrangements operating across the federation provide increased capacity to identify learners requiring support at an early stage and to implement timely and effective interventions. These factors strengthen the school's ability to meet the wellbeing needs of all learners, particularly those who may be vulnerable or require additional pastoral support.

- The larger staffing structure and greater organisational capacity available at Ysgol Ponthenri also support the long-term sustainability of wellbeing provision and reduce some of the vulnerabilities associated with delivering pastoral support within a very small school setting.

- Overall, whilst some pupils may experience a period of adjustment following transfer, the proposal is not expected to have a significant adverse impact on care, support and guidance. Effective transition arrangements, the strong culture of wellbeing identified by Estyn, the enhanced support capacity available within the federated school community and the well-established collaborative structures operating across the federation provide a strong foundation for ensuring that pupils continue to receive effective support throughout the transition process and beyond.

- In the longer term, pupils are likely to benefit from wider friendship groups, enhanced opportunities for participation and access to a broader range of wellbeing and support services.

7.3 Likely impact on leading and improving

- The proposal is likely to have a positive impact on leadership capacity and the school's ability to secure continuous improvement. Ysgol Pontiets has experienced a period of leadership instability and does not currently have a permanent headteacher. The school is operating under temporary leadership arrangements, with support provided by a neighbouring school. Whilst these arrangements have ensured continuity and maintained the effective day-to-day operation of the school, they inevitably increase leadership vulnerability and limit capacity for longer-term strategic planning, curriculum development and sustained school improvement.

- Ysgol Pontiets currently operates with a very small staffing structure, comprising two mixed-age classes, with the acting headteacher also undertaking teaching responsibilities and the role of Additional Learning Needs Co-ordinator (ALNCo). Whilst these arrangements enable the school to continue meeting learners' needs effectively, they place significant demands on a small number of staff and can reduce the time available for leadership activities such as self-evaluation, curriculum development, workforce development and strategic improvement planning.

- The proposal would place pupils within a school with a stable and permanent leadership structure, reducing leadership vulnerability and increasing capacity to

focus on school improvement, curriculum development and the delivery of national priorities.

- Ysgol Ponthenri forms part of a long-established hard federation with Ysgol Carwe and Ysgol Gwynfryn. The federation benefits from a permanent headteacher, established governance arrangements and a well-developed leadership structure, providing greater organisational resilience, stability and leadership capacity.

- Leadership responsibilities are distributed effectively across the federation, enabling expertise to be shared across a wider team and ensuring that key aspects of school improvement are led by appropriately skilled and experienced staff. This distributed leadership model strengthens accountability, supports succession planning and enhances the federation's capacity to secure continuous improvement over time.

- Estyn reports that the headteacher has a clear and robust vision for the schools within the federation, focused on providing consistent experiences for pupils within a caring and supportive community. The headteacher is supported effectively by a senior leadership team that includes an assistant headteacher at each school site, ensuring that leadership capacity is embedded across the federation.

- The established collaborative arrangements across the federation support effective self-evaluation, improvement planning, professional learning and the sharing of effective practice. These arrangements strengthen the federation's ability to respond to local and national priorities and support ongoing improvements in teaching, learning and pupil outcomes.

- The larger staffing and leadership structure available within the federation provides increased opportunities for professional learning, coaching, mentoring and leadership development. This helps to build leadership capacity at all levels and strengthens organisational resilience.

- The proposal would also support the more efficient use of resources by increasing pupil numbers at Ysgol Ponthenri and maximising the benefits of the expertise, leadership capacity and support systems already established across the federation.

- Overall, the proposal is likely to have a positive impact on leadership and school improvement. The stability provided by a permanent leadership structure, the benefits of distributed leadership, the enhanced capacity available within the federation and the well-established collaborative systems operating across the three schools provide a strong foundation for sustaining high-quality provision and securing positive outcomes for learners over the longer term.

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

- Whilst any change of school may require a period of adjustment for some learners, comprehensive transition arrangements would be implemented to support

vulnerable pupils and ensure that their individual needs are identified and addressed throughout the transition process. This would include close engagement with parents and carers, opportunities for familiarisation visits, transition meetings and the involvement of relevant agencies where appropriate.

- There are currently four learners with Individual Development Plans (IDPs) at Ysgol Pontiets. Should the proposal proceed, all learners with IDPs would continue to receive provision in accordance with their identified needs. Detailed transition planning would be undertaken in partnership with parents and carers, school staff and relevant agencies to ensure continuity of support, effective information sharing and the seamless transfer of provision.

- The proposal is not expected to have a negative impact on vulnerable groups of learners, including those with additional learning needs, those experiencing social, emotional or behavioural difficulties, or those from economically disadvantaged backgrounds. Established arrangements for identifying barriers to learning and wellbeing, together with access to a wider range of support services, are expected to support equitable access to learning opportunities and appropriate interventions for all pupils.

- Estyn reports that Ysgol Ponthenri provides beneficial support for pupils with additional learning needs. Staff work effectively to identify learners' needs at an early stage and organise appropriate support. Individual learning plans identify pupils' needs clearly, enabling teachers to plan purposeful provision, differentiate effectively and support learners to make progress. As a result, nearly all pupils make good progress against their targets.

- As part of an established hard federation, Ysgol Ponthenri benefits from access to a wider network of staff expertise and collaborative support systems across three schools. This increases the capacity to identify emerging needs, share effective practice, coordinate support for vulnerable learners and secure early intervention where required. The federated model also strengthens partnership working with families, local authority services and external agencies.

- The larger staffing structure and established support systems available at Ysgol Ponthenri provide increased capacity to deliver pastoral support, wellbeing interventions and additional learning provision. This broader range of expertise and resources may offer vulnerable learners access to support that can be more challenging to sustain within a very small school setting.

- The proposal is also likely to provide vulnerable learners with greater opportunities for social interaction, peer support and participation in wider aspects of school life through access to a larger cohort of pupils of a similar age and stage of development. These opportunities can contribute positively to learners' confidence, wellbeing, inclusion and sense of belonging.

- Overall, the proposal is not expected to have a significant adverse impact on vulnerable learners, including those with additional learning needs. Comprehensive transition arrangements, continuity of provision for learners with IDPs, the effective ALN support identified by Estyn and the additional capacity

available through the federated model provide a strong basis for ensuring that pupils continue to receive appropriate support. The larger staffing structure, wider range of expertise and increased opportunities for social interaction and participation are likely to have a positive impact on inclusion, wellbeing and learner outcomes over the longer term.

Following PLASC 2026, there were 12 (57%) pupils attending Ysgol Pontiets eligible for Free School Meals (eFSM). In addition, 5 (23.8%) pupils on roll at PLASC 2026 had Additional Learning Needs (ALN).

There were 13 (21.6%) pupils attending Ysgol Ponthenri eligible for Free School Meals (eFSM). In addition, 2 (3.3%) pupils on roll at PLASC 2026 had Additional Learning Needs (ALN).

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

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

The Local Authority has considered the potential impact of the proposal on learners from economically deprived backgrounds. Data from Pontiets IIA indicates that 57% of pupils attending Ysgol Pontiets are eligible for Free School Meals (eFSM), demonstrating that a proportion of learners experience socio-economic disadvantage.

The Authority has also considered area-based deprivation indicators using the Welsh Index of Multiple Deprivation (WIMD) 2025. The evidence indicates that the Pontiets catchment area experiences low to moderate levels of deprivation overall and is not among the most deprived communities in Wales. The principal area of relative deprivation relates to access to services, reflecting the rural nature of the area and the distances involved in accessing key facilities and services

The proposal is not expected to have a negative impact on the educational attainment of learners from economically deprived backgrounds. Transferring pupils to Ysgol Ponthenri would provide access to a more sustainable educational environment, broader curriculum opportunities, age-appropriate classes, enhanced extracurricular provision and greater organisational resilience. These factors have the potential to support improved educational outcomes, learner engagement and wellbeing.

The Local Authority recognises that learners and families experiencing socio-economic disadvantage may be more vulnerable to changes in travel arrangements and accessibility. To mitigate any potential impacts, free home-to-school transport will be provided for eligible learners in accordance with the Council's policy. In addition, deprivation indicators, including eFSM eligibility, attendance and wellbeing data, will inform transition planning, and targeted support will be made available where individual learners or families are identified as requiring additional assistance.

Having considered both individual and area-based measures of deprivation, the Local Authority does not consider that the proposal would result in a disproportionate adverse impact on learners from economically deprived backgrounds. The provision of transport support, targeted transition arrangements and access to a broader range of educational opportunities at Ysgol Ponthenri are expected to mitigate potential disadvantages and support positive educational outcomes for all learners.

7.6 Equality issues, including those identified through equality impact assessments

An Integrated Impact Assessment has been undertaken to consider the potential effects of the proposal on individuals who share protected characteristics under the Equality Act 2010. The assessment identified that the proposal would affect pupils, staff, parents and the wider school community associated with Ysgol Pontiets and considered the potential impacts on individuals with protected characteristics, including disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, and marriage and civil partnership.

The assessment concluded that no unlawful discrimination or disproportionate adverse impact has been identified in relation to any protected characteristic. Whilst the proposal would result in a change of school for pupils and may affect staff through changes to employment arrangements, appropriate mitigation measures would be implemented to support those affected throughout the transition process.

Particular consideration has been given to pupils with disabilities and Additional Learning Needs (ALN). Ysgol Ponthenri has policies, procedures and specialist support arrangements in place to support learners with additional needs and is considered capable of meeting the needs of transferring pupils through appropriate interventions, reasonable adjustments and access to specialist services where required. The assessment recognised that some learners may benefit from access to a larger peer group, broader learning experiences and wider support networks.

The assessment also considered the socio-economic circumstances of some families and the potential impact of changes to travel arrangements. The Local Authority will ensure that eligible learners continue to receive free home-to-school transport in accordance with the Council's transport policy and will provide appropriate support to pupils and families during the transition period.

Overall, the Integrated Impact Assessment concluded that, with appropriate support and mitigation measures in place, the proposal would not have a disproportionate adverse impact on any group with protected characteristics and is compatible with the Council's duties under the Equality Act 2010.

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

- The proposal is not expected to have a negative impact on the school's ability to meet its statutory responsibilities under the Curriculum for Wales. On balance, the proposal is likely to strengthen curriculum design, delivery and evaluation through increased staffing capacity, enhanced leadership arrangements and established collaborative practices operating across the federation.

- Ysgol Pontiets currently operates with a very small staffing structure, comprising 2 FTE teachers delivering learning across mixed-age and mixed-ability classes. The acting headteacher also undertakes teaching responsibilities and fulfils the role of Additional Learning Needs Co-ordinator (ALNCo). Whilst the school continues to provide appropriate learning experiences for pupils, the limited staffing capacity can constrain opportunities for distributed leadership, curriculum specialisation, collaborative curriculum development and the ongoing refinement of curriculum provision required to support the aspirations of the Curriculum for Wales.

- In contrast, Ysgol Ponthenri benefits from a larger staffing structure and forms part of a well-established federation of schools. This provides greater capacity to support curriculum planning, delivery and evaluation, whilst enabling staff to work collaboratively on progression, assessment and the continuous refinement of learning experiences.

- The Curriculum for Wales places significant emphasis on collaboration, progression and continuous improvement. The established arrangements operating across the federation enable practitioners to work together to design, review and improve the curriculum, drawing upon a broader range of expertise and experience than is possible within a very small school setting.

- As part of the federation, staff benefit from regular opportunities for joint planning, professional learning, professional dialogue and the sharing of effective practice. These arrangements help to promote consistency in curriculum design, learner progression and assessment approaches across the schools.

- The larger staff team also provides enhanced opportunities for curriculum leadership across the Areas of Learning and Experience, strengthening the school's capacity to respond to national priorities, implement curriculum developments effectively and ensure that statutory requirements are met consistently.

- Estyn reports that staff at Ysgol Ponthenri provide a purposeful curriculum that covers the Areas of Learning and Experience appropriately and that pupils talk enthusiastically about their work and class themes. Inspectors also note that teachers enrich learning effectively through educational visits, visitors and experiences that promote Welsh culture, heritage and identity.

- The federated leadership structure provides additional capacity to monitor curriculum implementation, evaluate impact and support continuous improvement. The collaborative systems operating across the federation contribute to robust quality assurance arrangements and support the ongoing development of high-quality teaching and learning.

- The Local Authority has no concerns regarding the quality of education provided at Ysgol Ponthenri and does not anticipate that implementation of the proposal would have an adverse impact on the quality of teaching, learning or curriculum provision experienced by pupils currently attending Ysgol Pontiets.

- Overall, the proposal is likely to have a positive impact on the ability of the headteacher and governing body to fulfil their legal responsibilities under the Curriculum for Wales. The greater staffing capacity, stronger curriculum leadership, established federated arrangements and enhanced opportunities for professional collaboration are expected to strengthen the school's ability to design, deliver and continuously improve a broad, balanced and high-quality curriculum that meets the needs of all learners.

8. Welsh in Education Strategic Plan (WESP)

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

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

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

The proposal involves the transfer of learners from one Welsh medium school to another which would preserve Welsh-medium educational opportunities and, if managed effectively, could strengthen the sustainability of Welsh-medium provision.

By consolidating pupils within a larger Welsh medium school it supports the long-term sustainability of Welsh medium schools by increasing pupil numbers and resilience.

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

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

Pupils currently attending Ysgol Pontiets will continue to have the opportunity to access Welsh medium provision through transfer to Ysgol Ponthenri, which is also a Category 3 Welsh medium school. This ensures that continuity of Welsh-medium education can be maintained, and that learners can continue to develop their Welsh language skills in line with the expectations of the Curriculum for Wales and the Local Authority's Welsh in Education Strategic Plan (WESP).

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

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

9. Finance

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

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

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

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

1. Home-to-School Transport

This would usually be the most significant ongoing cost.

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

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

2. Additional Staffing Costs at the Receiving School

Where pupil numbers increase sufficiently to require:

- Additional teaching staff.
- Teaching assistants.

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

3. Additional ALN Support

Where transferred pupils require:

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

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

4. Increased Premises Running Costs at the Receiving School

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

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

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

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

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

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

6. Community Asset or Shared Facility Support

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

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

7. Inflationary Uplifts

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

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

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

Recurrent Revenue Cost	Year 1	Year 2	Year 3	Total
Home to School Transport	£57,000	£57,000	£57,000	£57,000
Additional Staffing* -two additional teachers estimated@ £67567 each	£135,134	£139,188	£143,363	£417,685
Closed site holding costs	£4,000	£4,120	£4,244	£12,364
Total recurrent costs	£196,134	£200,308	£104,607	£487,049

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

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

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

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

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

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

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

It should be noted that when a school is closed, it is highly unlikely that there will be no additional transport costs. This is because, by definition, the closure of a school is

likely to mean that children will reside further away from their catchment school and thus qualify for transport under the Council's School Transport Policy. Furthermore, it should be noted that the Council's budget for school transport is separate and distinct from the budget delegated to schools.

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

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

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

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

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

Supplement	**Amount**
Small School Supplement	£45,000
Surplus Places Supplement	£20,000
Federation Supplement	N/A
Non-Domestic Rates	£1,807
Total	£66,807

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

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

An example based on the full year funding for Ysgol Pontiets based on pupil numbers for 26/27 financial year is as follows:

Funding	
Per Pupil Funding for 21 pupils	£103,965
Additional Learning Needs Funding (Deprivation, Children Looked After and Individual Development Plans)	£18,584
Total	£122,549

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

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

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

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

The 2023 Building Condition Survey for Ysgol Pontiets forecasted a required capitalised maintenance expenditure of £202,808 over a five-year period. This would lead to a saving to the Council if the school is discontinued.

The Catering Service provides pupils with a breakfast club £6,060 and lunch service £30,004 at a total annual cost to the LA of £36,064. Whilst this is offset by the grant from Welsh Government of £4,923 to provide meals, there is a net saving to the service, and thus the Council of £31,141. The Welsh Government grant of £4,923 for meals will move with the pupils to their new school. It is unlikely that there will be additional costs to providing the meals in those school, therefore the net cost of providing the service will reduce in the receiving school. Again, this budget is separate from the overall schools' delegated budget.

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

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

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

Year End Balance	
2021/22	£101,364 surplus
2022/23	£121,403 surplus
2023/24	£95,382 surplus
2024/25	£39,859 surplus
2025/26	£5,330 surplus

2026/27

School funding amount	£189,356
Pupil numbers (funding based on **2026** January PLASC)	21
Funding per pupil	£9,017
Primary school average mainstream funding per pupil	£5,969
Forecast surplus/deficit March 2027 as at June 2026	£80,469 deficit

The information above demonstrates that, although the school has been in a surplus budget since 2020/2021, the surplus has been diminishing significantly year on year from £121,403 at the end of March 2023 to £5,330 at the end of March 2026. The current budget projections forecast a deficit of £80,469 by the end of 2026/27. This would suggest that the situation is unsustainable and given current and projected pupil numbers, the school is unlikely to be in a position to return to a surplus budget within a reasonable timeframe.

Ysgol Ponthenri had a surplus budget of £68,427 at the end of 2025/26 and has a projected surplus budget of £20,322 for the year end 2026/27. This would be enhanced with additional pupil number funding from pupils transferring.

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

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

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

If a decision is made to discontinue Ysgol Pontiets, an assessment will be made to identify any potential corporate need for the premises. If such a need is identified, the

school will be transferred to the relevant department through an appropriation process. If it is not required to be retained corporately, it may be appropriate, in certain circumstances to consider ongoing community use to include voluntary, charitable groups and social enterprises.

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

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

10 Land and Buildings

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

Ysgol Pontiets and Ysgol Ponthenri are owned by Carmarthenshire County Council. Should the proposal proceed, Ysgol Pontiets would become redundant. Schools identified as no longer being required for educational purposes will generally be sold on the open market unless the redundant building/site is required and retained for internal corporate use or alternatively transferred to the community if appropriate.

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

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

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

The quality of accommodation and facilities at Ysgol Ponthenri is equal to those at Ysgol Pontiets in terms of building suitability and the facilities available. The details are shown in the following table.

	Ysgol Pontiets	Ysgol Ponthenri
Building Condition	Grade B – Sound, operationally safe, and exhibiting only minor deterioration	Grade B – Sound, operationally safe, and exhibiting only minor deterioration
Building Suitability	Grade B – Satisfactory, performing as intended,	Grade B – Satisfactory, performing as intended, but

	but does not effectively support the delivery of the curriculum in some areas	does not effectively support the delivery of the curriculum in some areas

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

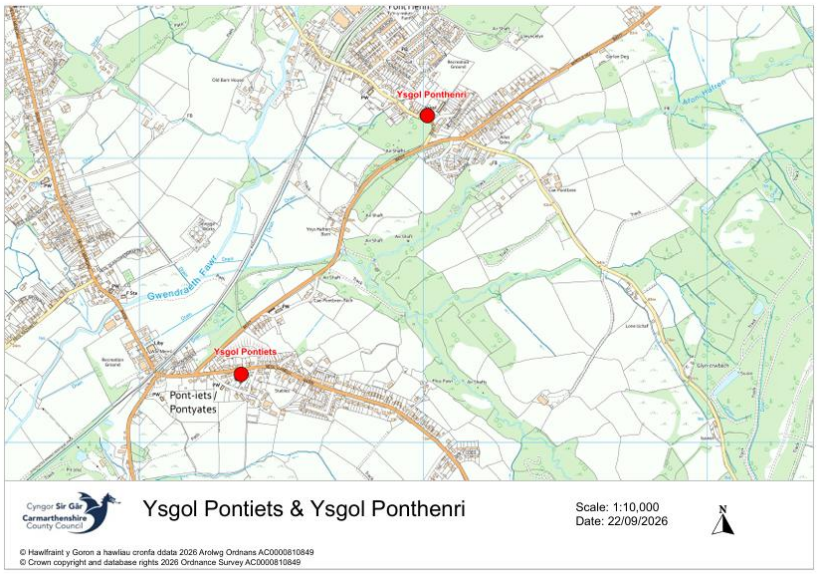
Should the proposal proceed, the Local Authority would work closely with the receiving school and its Governing Body to ensure that it is able to accommodate all pupils who wish to transfer.

11 Travel and Transport

According to PLASC 2026 data, there are 21 pupils on roll in Ysgol Pontiets. Information received from the school indicates that approximately 44% of learners walk to school and approximately 56% travel by car.

The proposal would result in the closure of Ysgol Pontiets on 31 December 2027, with pupils transferring to Ysgol Ponthenri from 1 January 2028. Ysgol Ponthenri is located approximately 0.9 miles from Ysgol Pontiets, with an estimated journey time of approximately two minutes by car. Both schools provide Category 3 Welsh-medium education and are situated within the same general locality.

The following plan shows the location of both schools.



Changes to Learner Travel Arrangements and Accessibility of Provision

Implementation of the proposal would require some pupils to alter their existing travel arrangements. Whilst many learners would continue to access education within a

relatively short distance from home, some pupils may need to travel further than they currently do. This is particularly relevant for those pupils who presently walk to Ysgol Pontiets and who may need to attend Ysgol Ponthenri or another school chosen through parental preference.

The Local Authority considers that accessibility to educational provision would be maintained. Welsh-medium places would remain available locally through Ysgol Ponthenri and other nearby Category 3 Welsh-medium schools. The receiving school is geographically close to Pontiets and learners would continue to have access to suitable educational provision within a reasonable travelling distance of their homes.

Overall, whilst travel patterns may change for some learners, the proposal is not anticipated to have a significant adverse impact on access to education.

In accordance with the Council's Home to School Transport Policy, free transport is provided for learners living more than the statutory walking distance (currently two miles) from their designated catchment primary school. Consequently, free transport would be made available to any eligible learners transferring to their new catchment school meeting the criteria for free transport. Pupils with ALN would also be eligible for free home to school transport if it is noted in their Individual Development Plan (IDP). Parents of pupils not eligible for free home to school transport would be responsible for transport to and from school.

11.1 Walking, Wheeling and Cycling Routes

The Local Authority has considered the availability of active travel routes between Pontiets and Ponthenri.

Ysgol Ponthenri is approximately 0.9 miles from Ysgol Pontiets via the B4317 before turning left onto Heol y Pentre. There is a continuous, safe and maintained walking route between both schools suitable for school children. However, to maximise the safety and usability of the proposed walking route, further assessment of the junction where the B4317 meets the B4309 is recommended. Additional engineering measures may be required to reduce vehicle speeds and improve pedestrian priority, particularly for pupils travelling to and from school. Addressing these issues would strengthen the route's suitability as a key link between the two communities and support active travel objectives.

As a result, opportunities for walking, wheeling and cycling would continue to be available for many learners.

Pupils could also use the public footpath which follows the route of the former railway line. However, this route would not be lit and may not have an even surface. It would also not be fully accessible during wet weather.

Walking is desirable and would offer health benefits for pupils regularly walking to either school.

For some pupils living within the village of Pontiets, the proposal may continue to support active travel as the distance to the proposed receiving school remains relatively short. However, some families may consider the route less convenient than their current arrangements and may therefore choose to travel by vehicle.

The Local Authority will continue to review the safety and suitability of walking and cycling routes as part of the implementation process. Any route assessments undertaken will consider factors such as road crossings, traffic volumes, pavement provision, lighting and accessibility. Where necessary, appropriate improvements would be explored in consultation with relevant departments and agencies.

11.2 Impact on Journeys and Journey Times

The proposal would increase journey distances for some learners currently attending Ysgol Pontiets. However, the increase is expected to be relatively limited due to the close proximity of Ysgol Ponthenri. The estimated vehicle journey time between the two schools is approximately two minutes.

Whilst some learners who currently walk to school may experience longer journeys, the Local Authority does not consider these changes to be excessive. The proposed receiving school remains within reasonable travelling distance and is accessible via the local highway network.

Parents and carers may also experience slightly increased travel requirements when attending school events, meetings and extracurricular activities. However, given the short distance between the schools, these impacts are considered to be proportionate and manageable.

Overall, the Local Authority does not anticipate that the proposal would have a significant adverse impact on attendance, punctuality, wellbeing or learners' ability to access education.

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

According to PLASC 2026 data, there are currently 2 pupils (10.5%) on roll in Ysgol Pontiets with Additional Learning Needs (ALN). The Local Authority has considered the potential impact of travel arrangements on all pupils (including those with ALN), as part of this proposal.

Should the proposal proceed, individual learner circumstances would be assessed to ensure appropriate transport arrangements are available. The Local Authority will continue to fulfil its duties under the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the Learner Travel (Wales) Measure 2008.

Where transport requirements are specified within a learner's Individual Development Plan (IDP), these requirements would continue to be considered as part of the transition process. Any necessary specialist transport or travel assistance would be provided to ensure that learners can access education safely and without disadvantage.

Given the short distance between Pontiets and Ponthenri, the Local Authority does not consider that journey times for learners with ALN would be excessive. Appropriate support would be provided where required to facilitate a smooth transition.

11.4 Equality and Accessibility Considerations

The Local Authority has considered its duties under the Equality Act 2010, including the need to eliminate discrimination, advance equality of opportunity and foster good relations. The proposal has been developed on the basis that all learners must continue to have equitable access to educational provision.

Ysgol Ponthenri has an Accessibility Plan and reasonable adjustments would continue to be made where necessary to support disabled learners and learners with additional needs. Should individual accessibility adaptations be required, the Local Authority would work with the receiving school to ensure that suitable arrangements are in place.

The proposal is not expected to reduce access to Welsh-medium education, as learners would continue to have access to provision within the same language category. Furthermore, transport arrangements for eligible learners would help ensure that no pupil is disadvantaged through an inability to access school.

Whilst some pupils may experience changes to established routines and travel patterns, the Local Authority considers that the proposal would maintain appropriate access to educational provision for all groups of learners.

11.5 Transport Costs and Wider Travel Implications

Implementation of the proposal is expected to increase home-to-school transport costs. There are currently no learners receiving school transport to Pontiets. Current estimates indicate that the cost of providing transport for eligible learners from the current Pontiets catchment area to Ponthenri and Gwynfryn Schools would be approximately £57,000 per annum, although actual costs will depend on parental preference, final pupil numbers and transport procurement arrangements. Additional transport costs may be incurred where learners currently attending Pontiets school from outside the catchment area transfer to schools to which they would be entitled to transport.

In addition, pupils transferring to Ponthenri school (or siblings that are known to have applied for a place at Pontiets school by the closure date) not residing in the new Ponthenri catchment area will receive transport to Ponthenri school from a single pick up point near to Pontiets school should there not be a safe walking route available. This arrangement would be made outside of the school transport policy in order to ease the transition process.

The Local Authority recognises that some learners who currently walk to school may become more reliant on vehicular transport. This may have environmental implications through increased vehicle use and reduced opportunities for active travel. However, the close proximity of the proposed receiving school is expected to help mitigate these impacts.

Where possible, the Local Authority will continue to promote sustainable travel options, including walking, cycling and shared transport. Opportunities to establish designated pick-up points may also be explored to support active travel for eligible learners.

The proposal may also result in changes to travel arrangements for staff, parents, carers and other visitors. Staff may be required to travel to different workplaces depending on future employment outcomes, while parents and carers may need to travel to an alternative school for meetings, school events and other school-related activities.

Although the proposal would create some additional transport requirements, the Local Authority considers that these impacts are proportionate when balanced against the educational, organisational and financial benefits associated with the proposal.

12 Admission Arrangements

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

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

E-mail: admissions@carmarthenshire.gov.uk

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

12.1 Secondary School Transfers

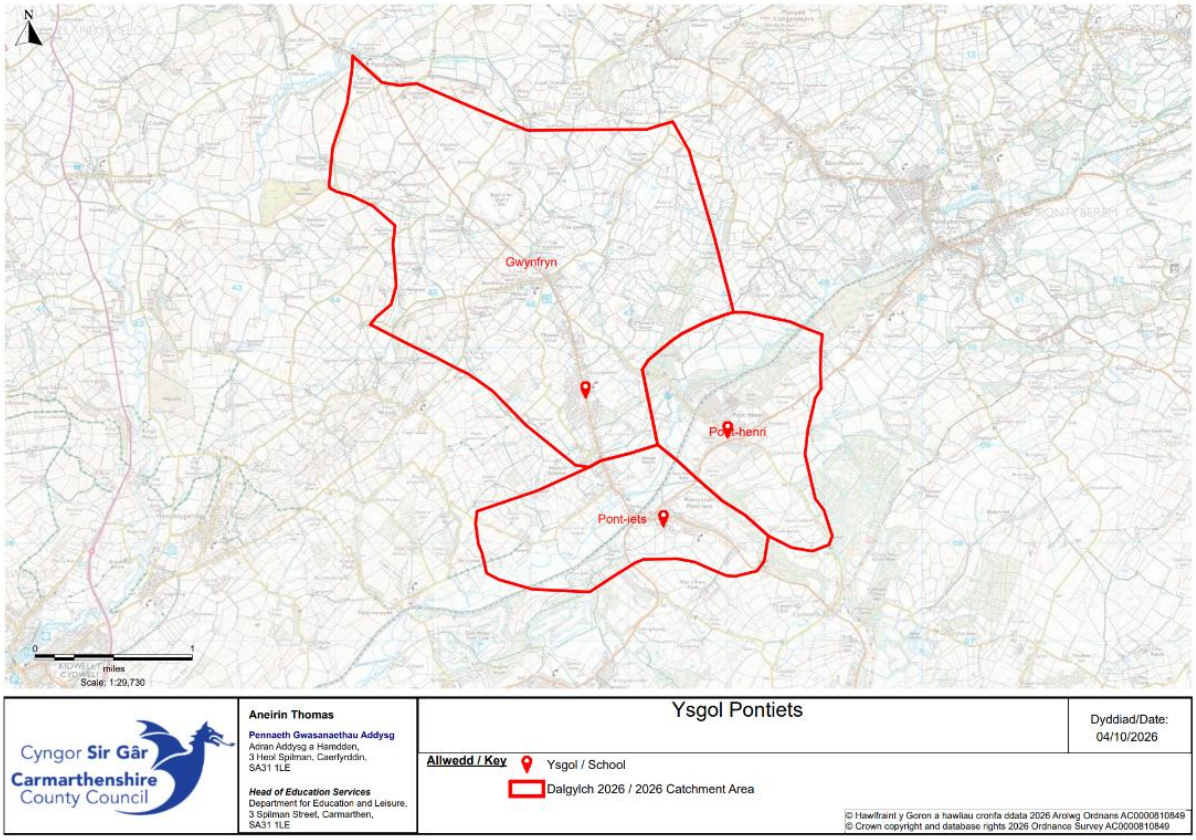
At the age of 11, children transition to secondary school. An application must be submitted for the preferred secondary school, as there is no automatic transfer from primary to secondary school. During the autumn term of the final year of primary school, families will receive notification containing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

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

12.2 Catchment Area

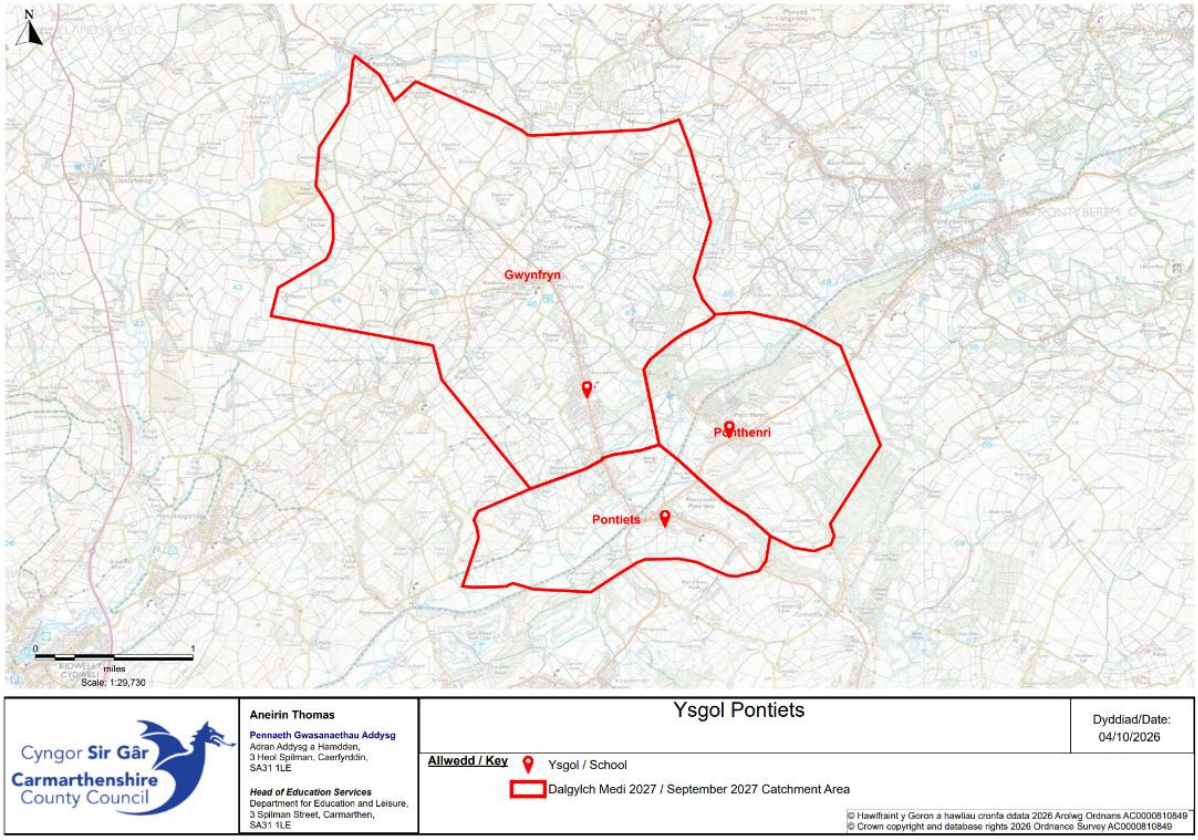
Current Catchment Area

The plan below shows the current catchment area of Ysgol Pontiets.



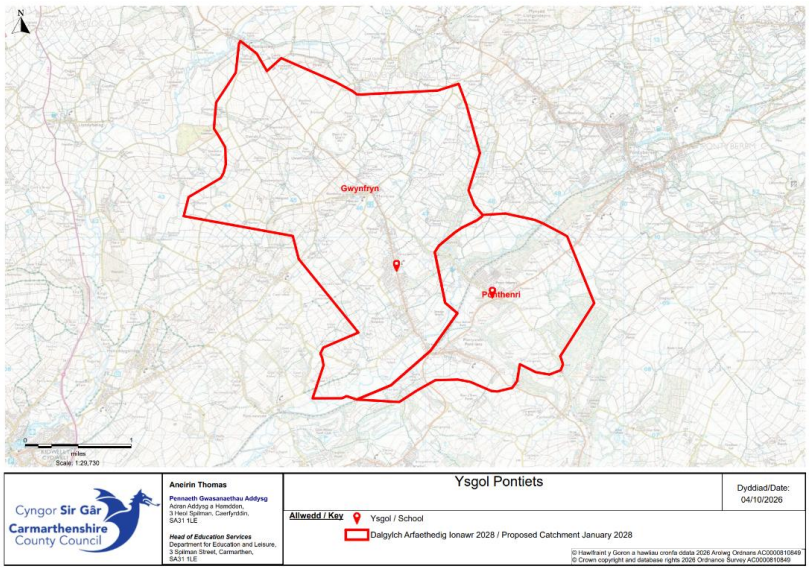
Catchment Area (following 2027 amendments)

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



Proposed Catchment Area

If the proposal is approved, the Ysgol Pontiets catchment area will be re-designated between the catchment areas of Ysgol Ponthenri and Ysgol Gwynfryn as illustrated below.



12.3 Transition Arrangements

Should the proposal be implemented, the Local Authority will work closely with Ysgol Pontiets and Ysgol Ponthenri to support a smooth and well-planned transition for all affected pupils. A comprehensive transition programme would be established, including opportunities for pupils to visit their new school, participate in familiarisation activities, and meet staff and future classmates prior to transfer. Parents and carers would be offered opportunities to attend information sessions and engagement events to discuss the arrangements and seek clarification on any aspect of the transition process.

Particular consideration would be given to learners with Additional Learning Needs (ALN) and other vulnerable pupils, with personalised transition arrangements developed where appropriate to ensure continuity of support. Wellbeing and pastoral support would be available throughout the transition period to help learners settle confidently into their new school environment.

The schools would work collaboratively to ensure the timely transfer of educational, wellbeing and support information, enabling continuity in learning, effective planning for individual needs and ongoing support from the point of admission.

13 The Consultation Process

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

Who will be consulted?

A link to the Consultation Document will be provided to the following stakeholders (as determined by the School Organisation Code (2026)):

- parents (and where possible prospective parents), carers and guardians of learners currently attending schools which are the subject of the proposals and any other school the proposer considers is likely to be affected by the proposals;
- in the case of proposals affecting secondary provision, parents, carers and guardians of learners attending primary schools from which learners normally transfer to that secondary school;
- staff members of schools which are the subject of the proposals and any other school the proposer considers is likely to be affected by the proposals;
- the maintaining or proposed maintaining authority for schools which are the subject of the proposals and any other school the proposer considers is likely to be affected by the proposals (including relevant transport and highways teams);

- any other local authority (including those in England, where appropriate) the proposer considers is likely to be affected by the proposals, including in the case of dedicated ALP any authority placing or likely to place learners with ALN in the school which is subject to the proposals;
- the Church in Wales and Roman Catholic Diocesan Authority for the area in which any school which is the subject of the proposals and any other schools the proposer considers are likely to be affected by the proposals are located;
- any other appropriate religious body for any school which is the subject of the proposals and any other school the proposer considers is likely to be affected by the proposals;
- the governing body of any school which is the subject of the proposals and any other school the proposer considers is likely to be affected by the proposals;
- the Welsh Ministers;
- Members of the Senedd (MS) and Members of Parliament (MPs) representing the area served by/intended to be served by any school which is the subject of the proposals;
- Estyn;
- teaching and staff trade unions representing teachers and other staff at any school which is the subject of the proposals;
- the relevant school improvement services;
- the Police and Crime Commissioner for the area served by/intended to be served by any school which is the subject of the proposals;
- any community or town council for the area served by or intended to be served by any school which is the subject of the proposals;
- in the case of proposals affecting nursery provision, the Children and Young People's Partnership and/or the Early Years Development and Childcare Partnerships where present;
- the local authority family information service, any independent or voluntary providers who are likely to be affected and the national umbrella organisations supporting them, Mudiad Meithrin, NDNA Cymru, Clybiau Plant Cymru, Early Years Wales, PACEY Cymru and Play Wales;
- in the case of proposals affecting ALP, any relevant health or third sector bodies that the proposer considers have an interest;
- in the case of proposals affecting secondary provision, any further education institutions serving the area of the school which is the subject of the proposals;
- in the case or proposals affecting school sixth forms, Medr; and
- in the case of proposals affecting Welsh language provision, the Welsh Language Commissioner and Mentrau Iaith.

Consultation with Pupils

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

Additionally, there will be an opportunity for the pupils (School Council as a minimum) of the schools subject to the proposals to participate in the consultation process during a session which will be undertaken by a Local Authority Officer or via a dedicated online survey.

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

What Happens Next?

Stage 1. Consultation Period

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

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

- Make representations regarding the alternatives to closure that have been identified as well as the main proposal, and
- Suggest other alternatives to closure which would address the reasons for closure (i.e. the key challenges the school faces).

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

Considering your views

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

- Completing an online survey using the following link: Snap Survey
- Sending an email to: MEPConsultations@carmarthenshire.gov.uk
- Writing a letter to the following address: Mr Owain Lloyd, Director of Education and Leisure, County Hall, Carmarthen, SA31 1JP

- Or completing a paper copy response form (Appendix D) and returning to Mr Owain Lloyd, Director of Education and Leisure, County Hall, Carmarthen, SA31 1JP or sending a scanned copy via e-mail to MEPConsultations@carmarthenshire.gov.uk

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

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

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

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

Stage 2. Statutory Notice Objection Period

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

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

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

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

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

Stage 3. Determination

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

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

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

Projected Timetable for Statutory Procedures

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

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

Determination County Council will determine the proposal.	**October 2027** Decision made within 16 weeks of the end of the objection period
If County Council approves the proposal, Ysgol Pontiets is discontinued.	**31st December 2027**

Proposal to discontinue Ysgol Pontiets

Appendices

Must be read in conjunction with the consultation document



sirgar.llyw.cymru
carmarthenshire.gov.wales

Cyngor Sir Gâr
Carmarthenshire
County Council

Impact Assessments

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

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

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

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

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

Appendix A - Community Impact Assessment

An initial Community Impact Assessment has been undertaken. This assessment will be reviewed and updated at key points should the proposal proceed.

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.

Total Number of Pupils (PLASC 2026)	**Pupils living inside catchment area attending this school**	**Pupils living outside catchment area attending this school**	**Pupils living inside catchment area attending other schools**
21	12	9	38*
*Bryn, Carwe, Ferryside, Gwynfryn, Llannon, Pembrey, Ponthenri, Pontyberem, Pum Heol, St Mary's (Llanelli), Trimsaran			

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

The school provides an after-school club, which is consistently well-attended by pupils. In addition, the school organises a variety of extra-curricular activities, including weekly ukulele lessons delivered by a member of the Governing Body. We also collaborate with Music Factory Wales to provide music workshops, which enrich pupils' musical experiences.

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

There are no other facilities or services the school accommodates or services the school provides.

Other use by the community of the school building

The school regularly opens its doors to the wider community. As part of the celebrations marking the school's 150th anniversary, the local community donated a significant collection of historical materials, which were displayed in an exhibition attended by over 300 people. During this event, a consultation exercise was also undertaken to explore future options for community use of the school premises. Various possibilities, including community taster sessions, will be discussed further at the next meeting of the Governing Body.

Other links between the school and the community

The school has developed strong partnerships with various community organisations and individuals. Local historians, artists, photographers, and musicians contribute to curriculum enrichment, helping pupils to develop a deeper sense of place and community. Regular nature walks to local gardens of esteem are also organised, where pupils learn about plant cultivation and are introduced to the local impacts of climate change.

The school maintains close ties with Côr Merched Glannau'r Gwendraeth, with the Chair of Governors serving as the choir's conductress. Furthermore, our active Parent, Teachers and Friends Association (PTFA) is fully integrated with the local community. Recently, the PTFA took part in the "Party on the Pitch" festival held in Pontyates Park, where they hosted a stand and engaged directly with community members.

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

Ysgol Pontiets is not currently used regularly by external community groups outside of school hours.

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 proposal.

However, potential enhancements could include investment in existing community facilities, improvements to play and recreational areas and the development of additional activities and provision for children and young people during school holidays.

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

Ponthenri School is a primary school for pupils aged 4-11.

There is a free Breakfast Club operating at the school every morning in the school hall from 8.00am until 8.35am.

There was after-school provision at Gwynfryn School up until Easter 2026 and there is a possibility that this could re-start in September 2026 if there is enough interest. Pupils from Ponthenri School were transported to Gwynfryn School to access this provision.

Pupils are encouraged to join the Urdd and staff run Clwb Urdd every Thursday evening for an hour after schools where staff prepare pupils to compete in the Eisteddfod and various sporting events – in fact, the school's football team won the Gorllewin Myrddin region competition and will go to the final rounds in Aberystwyth in June. Pupils in Years 5 and 6 are given the opportunity to go to Gwersyll yr Urdd in Llangrannog every year.

The school has close links to local chapels – Thanksgiving Service each year, and this year, weddings were held in the chapels (as part of themed work).

There are also close links between the school and local sports clubs, especially Pontiets Rugby Club.

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

Currently, there is a continuing trend in falling numbers of primary aged children within Carmarthenshire.

Census and ONS-derived data indicate that Pontiets has a stable population with around 20% of residents aged under 18 and a relatively high level of owner occupation, suggesting a settled community. There is no demographic evidence to indicate that closure of Ysgol Gynradd Pontiets would result in significant numbers of families leaving the area. Whilst the loss of a village school may reduce the

attractiveness of the community to some prospective young families, this impact is expected to be limited given the availability of alternative education provision within reasonable travelling distance and the wider factors that influence residential decisions

Whilst, it is clear that only a small number of the population attend the village school, it is accepted that the potential closure of the school may make the area less attractive for families looking to move to the area.

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

The closure of Ysgol Gynradd Pontiets may have a limited adverse effect on the local economy by reducing a valued community facility and potentially making the village slightly less attractive to some families with young children. However, demographic evidence indicates that Pontiets has a stable population, a relatively settled housing market and access to services and employment opportunities within the wider area, suggesting that significant numbers of families are unlikely to leave the community as a result of the proposal. Whilst some minor impacts on community vitality and local spending could occur over time, there is insufficient evidence to conclude that the closure would have a significant detrimental effect on the wider economy of the community

Distance and travelling time involved in attending an alternative school of the same language category;

The proposal is to discontinue Ysgol Pontiets and transfer pupils to Ysgol Ponthenri which is approximately 0.9 miles or 2 minutes travelling time by car and 0.9 miles or 21 minutes travelling time walking from Ysgol Pontiets.

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

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

The proposal is to discontinue Ysgol Pontiets and transfer pupils to Ysgol Ponthenri. Should the Council proceed with the statutory process and eventual implementation of the preferred option, support would be provided to pupils and their parents as part of the transition process.

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

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

Should the proposal proceed, pupils residing within the village of Pontiets would still be able to walk or cycle to Ysgol Ponthenri as there is a safe, well maintained walking path to the school. This would not reduce opportunities for daily physical activity, which could have a negative impact on the health and wellbeing of some pupils.

For pupils residing outside the village and further away from the receiving school, the Local Authority will consider where possible whether an agreed designated pick-up point could be agreed for those pupils eligible for transport, to enable pupils who currently walk to school to continue to walk part of their school journey should the proposal proceed.

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

There are no anticipated impacts on public transportation services.

The potential closure of the school building may have wider implications for the local community, particularly if the premises have previously been used informally or on an ad hoc basis as a place of refuge, meeting point, or community support venue during emergencies. However, as the school is not included on the Local Authority's designated shelter list, no direct effect on established emergency shelter arrangements is anticipated. Therefore, if approved, the closure is not anticipated to have a significant impact on local emergency response arrangements or wider community safety in this respect.

• Conclusion – Overall effect on the community

The Community Impact Assessment has identified that Ysgol Pontiets plays a positive role within the local community through its links with community organisations, extracurricular activities and events that bring people together. The school contributes to a sense of belonging and community identity, and its partnerships with local historians, artists, musicians and community groups, together with the activities of the Parent, Teachers and Friends Association (PTFA), demonstrate its wider contribution beyond education.

However, the assessment also shows that a significant number of children living within the Pontiets catchment area already attend other schools and that suitable alternative provision is available at Ysgol Ponthenri. The receiving school offers a range of educational, cultural and extracurricular opportunities, including a free breakfast club, Urdd activities, strong links with local organisations and opportunities to participate in sporting and community activities.

As Ysgol Ponthenri is located in close proximity to Ysgol Pontiets, the proposal is not expected to have a significant impact on travel times or on pupils' ability to walk or

cycle to school. Appropriate support would also be provided to pupils and families throughout any transition period to help ensure a smooth transfer to the receiving school.

Whilst discontinuing the school would result in the loss of a school building within the community, the assessment found that the premises are not currently used regularly by external community groups and that a range of community facilities, activities and organisations would remain available within the village. In addition, no significant impacts are anticipated in relation to public transport provision, community safety or local emergency response arrangements. Should the proposal proceed, any future use of the school site would be considered separately, and there may be opportunities for the site to continue to provide a benefit to the local community.

Having considered the available evidence, the assessment concludes that the proposal would have some impact on the local community through the loss of a school that forms part of the area's history, identity and community life. However, community connections and participation in local activities would not necessarily cease as a result of the proposal, and the close proximity of Ysgol Ponthenri, the continuation of community facilities within the village, the potential for future community benefit from the site, and the support and mitigation measures that would be put in place mean that the overall community impacts are considered to be limited and capable of being appropriately managed. The assessment also concludes that, whilst the loss of a village school may reduce the attractiveness of the area to some prospective families and could have a limited adverse effect on community vitality and local spending, there is no evidence to suggest that significant numbers of families would leave the area or that the proposal would have a significant detrimental effect on the wider local economy. Demographic evidence indicates that Pontiets remains a stable and established community, and the availability of alternative education provision nearby means that any such impacts are expected to be limited. As such, the overall community impacts are not considered sufficiently significant to outweigh the educational and strategic benefits of the proposal.

Appendix B – Welsh Language Impact Assessment

Welsh Language Impact Assessment

Prepared by: Carmarthenshire County Council

1. Introduction and Purpose

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

To transfer learners from Pontiets Primary School to Ponthenri Primary School.

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

2. Methodology and Evidence Base

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

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

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

The assessment distinguishes between maintaining a place in a school that offers Welsh-medium education and maintaining the full language ecosystem. That

ecosystem includes patterns of use between peers, the school's relationship with parents, Urdd activities, community relations, family opportunities, and learners' confidence to use Welsh outside of lessons.

3. Context:

This assessment considers the likely impact of the proposal to transfer learners from Pontiets Primary School to Ponthenri Primary School. Both schools are Category 3 Welsh-medium community primary schools. The proposal therefore does not remove access to Welsh-medium education, but it does change the location of provision and the relationship between the school, the family and the community.

The proposal would maintain Welsh-medium education by transferring learners between two Category 3 schools. Combining learners in a larger school could strengthen the sustainability of provision. The main risk is the loss of Welsh-medium school attendance in Pontiets and the reduction of informal community use of Welsh, alongside any travel barriers that may affect family participation.

Estyn reported in 2018 that many key stage 2 pupils at Pontiets Primary School had developed their Welsh reading and writing skills well, and that staff were modelling the language effectively.

4. Welsh Language Impact Assessment (Table 1)

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

It should be noted that the Welsh Language Impact Assessment will be updated regularly to ensure conscientious consideration. This assessment will be reviewed at key stages of the statutory process, including after consultation and prior to decision-making, to ensure that any issues or feedback that emerge are fully considered.

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

Impact Criteria	Description	Impact status	Measures to increase the positive impact	Measures to mitigate potential negative impact	Final effect (after mitigation)
Informal use of Welsh at school (greeting, signs, customs, general communication)	Both schools are Category 3 Welsh-medium community primary schools. The proposal therefore does not eliminate access to Welsh-medium education, but it does change the location of provision and the relationship between the school, the family and the community. The proposal involves transferring learners from one Welsh-medium school to another which would preserve Welsh-medium educational opportunities and, if managed effectively, could strengthen the sustainability of Welsh-medium provision. By aggregating pupils into a wider Welsh-medium school, it supports the long-term sustainability of Welsh-medium	Positive with small negative risk	• To promote the daily use of Welsh in all aspects of school life. • To develop learner voice initiatives through Welsh. • Increase opportunities for peer interaction through Welsh-medium activities.	• Language transition scheme • Peer matching • Monitor the language of the yard and clubs.	Positive but with a need to monitor

Impact Criteria	Description	Impact status	Measures to increase the positive impact	Measures to mitigate potential negative impact	Final effect (after mitigation)
	schools by increasing pupil numbers and resilience.				
Current Welsh Language Standards and Provision	The Estyn evidence shows a solid foundation. Individual progress in transferring must be safeguarded.	Positive	To support staff through continuous professional learning to strengthen confidence in the use of Welsh and to provide Welsh and bilingual provision in line with current standards. Monitoring and reviewing Welsh provision through self-evaluation and school improvement planning, ensuring alignment with statutory expectations.	Sharing assessment data. Targeted support for learners with ALN and learners from non-Welsh speaking homes.	Positive but with a need to monitor

Impact Criteria	Description	Impact status	Measures to increase the positive impact	Measures to mitigate potential negative impact	Final effect (after mitigation)
			To ensure that Welsh language provision continues to be inclusive and accessible to all learners, with appropriate differentiation and support where necessary.		
Opportunities after school and enrichment (Welsh medium/ bilingual)	Ysgol Pontiets provides an after school club, which has a good number of pupils attending. There is a wide range of extra-curricular activities, including weekly iukelee lessons and workshops by the Welsh Music Factory. Ysgol Pontiets is working with Menter Cwm Gwendraeth Elli to provide nursery opportunities on site, Mwncis Mentrus. The provision supports Welsh-	Positive	Use after school activities and enrichment activities to provide authentic, enjoyable contexts for the use of Welsh, supporting informal language use beyond the classroom. Continue to work in partnership with organisations such as the Urdd, Menter Iaith and local providers to enrich extra-curricular	Transport mapping. Look at timing and cost. Monitoring the participation of Ponthenri learners.	Positive

Impact Criteria	Description	Impact status	Measures to increase the positive impact	Measures to mitigate potential negative impact	Final effect (after mitigation)
	medium opportunities in the early years. There is currently no after-school club at Ysgol Ponthenri and there was an arrangement in place to transport pupils to the club at Ysgol Gwynfryn historically. A larger school can host more Welsh clubs, but travel may limit participation.		provision through the medium of Welsh. To promote Welsh-medium and bilingual enrichment activities for pupils and families to encourage continued participation and engagement. Ensure that after-school and enrichment opportunities are inclusive and accessible to all learners, including those with additional learning needs, through appropriate planning and support.		

Impact Criteria	Description	Impact status	Measures to increase the positive impact	Measures to mitigate potential negative impact	Final effect (after mitigation)
Community opportunities (support for parents/guardians and the wider community)	Ysgol Pontiets opens its doors to the wider community on a regular basis. This includes examples such as the school's 150th anniversary celebration, where there was engagement from the community for further community use. An opportunity to expand experiences but a risk to Pontiets's identity and heritage. There is no use of the Ysgol Ponthenri building in the evenings and there is no Cylch Meithrin in the building. The loss of the school may reduce the local Welsh language hub in Ponthenri.	Neutral to positive	To provide bilingual information, guidance and engagement opportunities for parents and guardians, supporting confidence in understanding and supporting Welsh education. Strengthening partnerships with local community organisations e.g. Menter Iaith, the Urdd and support services to extend Welsh language opportunities beyond the school setting. To promote the use of Welsh in community-facing activities and	Engagement plan with Pontiets School Governors. Welsh-medium events in both communities. Partnership with local groups. To ensure that community engagement opportunities are inclusive and accessible, enabling families from all backgrounds to participate and engage positively with the Welsh language. Offer opportunities for family and community engagement through the medium of Welsh,	Neutral to positive

Impact Criteria	Description	Impact status	Measures to increase the positive impact	Measures to mitigate potential negative impact	Final effect (after mitigation)
			communication, reinforcing its visibility as a living language within the community.	including information sessions, workshops or informal events where appropriate.	
Support for Wales' cultural participation (Urdd, Mentrau Iaith, eisteddfodau, heritage)	Both schools promote participation in Urdd activities, eisteddfodau and educational visits in Welsh. Ysgol Ponthenri has good links with the local chapels - annual thanksgiving meet, this year weddings were held in the chapels (as part of a theme work).	Negative		Strengthen and formalise partnerships with the Urdd, local Menter Iaith and Welsh-language cultural organisations to increase opportunities to participate in Welsh-medium cultural activities. Ensure that Welsh cultural activities are inclusive and accessible to all learners, including those with additional learning needs,	Positive

Impact Criteria	Description	Impact status	Measures to increase the positive impact	Measures to mitigate potential negative impact	Final effect (after mitigation)
				through adaptation and appropriate support.	
Alignment with WESP and the Welsh Government's School Organisation Code	The proposal supports the continuation of Welsh-medium education and is in line with the objectives of CSCA Carmarthenshire and Cymraeg 2050 by maintaining Welsh language provision and promoting social use of Welsh.	Positive	Develop and implement a structured Welsh immersion framework for Foundation Learning, including speaking practices, language patterns and consistent vocabulary progression. Ensure that bilingual immersion and provision is delivered through inclusive, accessible means, including visual aid, modelling and repetition. To provide targeted support and monitoring to learners	Review the assessment regularly as new evidence becomes available.	Positive

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

Impact Criteria	Description	Impact status	Measures to increase the positive impact	Measures to mitigate potential negative impact	Final effect (after mitigation)
ns facing the public are available in English and Welsh to an equal standard.					

5. Welsh Language Standards (Table 2)

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

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

Requirement	Does the proposal affect these Standards?	What evidence has been used to support this view?	Positive/negative effects
		Welsh language in different contexts.	
The principle of not treating the Welsh language less favourably than English The requirement This is directly aligned with the Service Delivery Standards (Standards 1–83), which require that all services and communications facing the public are available in English and Welsh to an equal standard.	**Yes – a positive impact.** The proposal engages directly with the Service Delivery Standards by ensuring that Welsh and English are treated equally in all services, communication and engagement facing the public involved in the proposal, thereby reinforcing linguistic equality and compliance with statutory requirements.	the Welsh Language Standards (No.1) Regulations 2015; bilingual consultation documentation; and the establishment of local authority Welsh Standards compliance arrangements. *(Policy Making Standards 88–93)*	**Positives:** The proposal reinforces the principle of linguistic equality by ensuring that Welsh and English are treated equally in all services, communication and public engagement, in accordance with Welsh Language Standards. **Negative:** No significant adverse effects were identified, subject to mitigation. The proposal maintains and strengthens the existing arrangements for the provision of bilingual services, mitigating any risk of unequal treatment between Welsh and English.

Requirement	Does the proposal affect these Standards?	What evidence has been used to support this view?	Positive/negative effects
Policy Making Standards – conscientious consideration for the Welsh language	**Yes – a positive impact.** The proposal has a direct impact on the Policy Making Standards by specifically considering the impact on the Welsh language, assessing opportunities to increase the use of Welsh, and identifying mitigation measures to improve positive outcomes. This Welsh Language Impact Assessment shows that conscientious consideration has been given to the Welsh language in accordance with **Policy Making Standards 88–93**, including specific consideration of how the proposal affects opportunities to use the Welsh language and the principle of treating the Welsh language no less favourably than English.	The Impact Assessment on this Welsh language, which has been completed in the development of the proposal in order to identify impacts, mitigation measures and opportunities to improve the use of Welsh. The impact assessment will be updated as additional evidence is submitted as part of the consultation process. The **statutory consultation document** which considers the impact of the proposal on the Welsh language and includes bilingual	**Positives:** The proposal has been developed with specific attention to the Welsh language, with the support of a Welsh Language Impact Assessment which identifies impacts, mitigation measures and opportunities to improve the use of Welsh, in accordance with statutory requirements. **Negative:** No significant adverse effects were identified, subject to mitigation. Considering the effects of the Welsh language at an early stage mitigates the risk of unintended adverse effects.

Requirement	Does the proposal affect these Standards?	What evidence has been used to support this view?	Positive/negative effects
		engagement arrangements. Alignment with **the School Organisation (Wales) Code 2026**, which requires specific consideration of the Welsh language in the development of education proposals. **Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2022–2032**, which provides the strategic framework that informs the proposal. **Welsh Government policy**, including *Cymraeg 2050* and the Welsh Language and Education (Wales) Act 2025, underpins the	

Requirement	Does the proposal affect these Standards?	What evidence has been used to support this view?	Positive/negative effects
		expectations for increasing the use of Welsh.	
Service Delivery Standards – public facing services in Welsh	**Yes – a positive impact.** The proposal relates directly to the Service Delivery Standards by ensuring that all public-facing services, communications and engagement associated with the proposal are provided in English and Welsh to an equal standard, reinforcing compliance and maintaining linguistic equality. All consultation and communication arrangements will continue to comply with the **Service Delivery Standards (Standards 1–83),** ensuring that Welsh language services are provided to an equal	The **Welsh Language Standards (No.1) Regulations 2015**, in particular the **Service Delivery Standards (Standards 1–83),** which set statutory requirements for the provision of public-facing services in English and Welsh to an equal standard. **A statutory consultation document** confirming that all consultation materials, communication and engagement activities	**Positives:** The proposal maintains and reinforces compliance with the Service Delivery Standards by ensuring that all services, communication and engagement activities facing the public are provided in Welsh and English to an equal standard, supporting equality and linguistic accessibility. **Negative:** No significant adverse effects were identified, subject to mitigation. Arrangements for the provision of bilingual services are being improved, and no reduction in Welsh provision is foreseen.

Requirement	Does the proposal affect these Standards?	What evidence has been used to support this view?	Positive/negative effects
	standard and are not reduced as a result of the proposal.	are provided bilingually. **Carmarthenshire County Council's established Welsh Language Standards compliance arrangements**, including bilingual correspondence, publications and public engagement practices.	
Operational Standards – internal use of Welsh by staff	**Yes – a positive impact.** The proposal supports the Operational Standards by strengthening opportunities for staff to use the Welsh language in their professional roles, particularly through increased Welsh-medium provision, targeted professional learning	Carmarthenshire County Council's workforce development arrangements, including access to Welsh language training and professional learning in accordance with the Executive Standards (Standards 127–135).	**Positives:** The proposal supports increased internal use of the Welsh language by staff by expanding Welsh and bilingual provision, with step-by-step implementation and targeted professional learning support, thereby strengthening compliance with the Operational Standards. **Negative:**

Requirement	Does the proposal affect these Standards?	What evidence has been used to support this view?	Positive/negative effects
	and the gradual development of workforce capacity.	Alignment with Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2022–2032, particularly outcomes relating to strengthening the Welsh-medium workforce and internal use of Welsh.	No significant adverse effects were identified, subject to mitigation. Any potential pressures associated with increased use of the Welsh language are alleviated through gradual action, workforce planning and access to professional development.

6. Community Linguistic Context

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

Language Profile of the area

Pontiets is a rural community in the Gwendraeth Valley, Carmarthenshire. The Welsh language is an important part of the cultural and community identity of the area, with a strong history of intergenerational use of the language. Like many rural communities in the county, the ability to maintain and strengthen the Welsh language depends on a combination of factors including education, housing, demographics, social opportunities and employment.

The Gwendraeth Valley is one of the areas in Carmarthenshire where the Welsh language continues to play an important role in the community, cultural and educational life of the area. As a result, any decision affecting public services, education or community organisation is likely to have linguistic implications that extend beyond the direct impact on service users.

The Welsh Government has established a national target of reaching one million Welsh speakers, and maintaining communities where Welsh is naturally used on a day-to-day basis is a vital part of achieving that objective. The 2021 Census shows that the percentage of the population in Wales who can speak Welsh fell from 19.0% in 2011 to 17.8% in 2021, emphasising the need to protect and strengthen the factors that support the use of Welsh in local communities.

In the Gwendraeth Valley, Welsh-medium schools are a key part of the infrastructure that supports the language. The local evidence confirms that Ysgol Ponthenri and Ysgol Pontiets are Category 3 Welsh-medium community schools, providing education through the medium of Welsh and supporting the transfer of the language to the next generation.

However, it is not just educational provision that matters. Research into the sustainability of the Welsh language shows that the strength of the language is linked to the opportunities that people have to use it outside of school, in community activities, in families, and in local social networks. Schools, community halls, sports clubs, local events and voluntary activities all contribute to creating an environment where the Welsh language can be used naturally and regularly.

From a strategic point of view, there are a number of factors that make the Welsh language an important consideration in decision-making in the Gwendraeth Valley:

- To carry out intergenerational transmission of Welsh.
- To safeguard and increase opportunities for children and young people to use the Welsh language socially.

- Strengthening community cohesion and local cultural identity.
- Contribute to the objectives of the Welsh Language 2050 Strategy.
- To support the objectives of Carmarthenshire's Welsh in Education Strategic Plan (CSCA).
- To ensure that changes to local services or arrangements do not reduce opportunities to use the Welsh language.

This means that any proposals that affect the Pontiets and Gwendraeth Valley area should be considered not only from an educational or operational point of view, but also from the point of view of their potential impact on the sustainability of the Welsh language community. The assessment should include consideration of the impact on the daily use of the Welsh language, on Welsh-speaking social networks, on parental choice in terms of Welsh-medium education, and on the long-term viability of the language as part of the community life of the area.

7. Risks and Mitigation

Risk	Mitigation
Loss of a local Welsh language hub in Pontiets.	Community legacy scheme; Welsh language activities in the area; working with local organisations.
Reduced participation due to travel.	Mapping transportation needs; accessible timetable; monitoring participation by area.
Changing the informal use of Welsh.	Peer Transition, Language Charter and social language monitoring.
Lack of linguistic or curricular continuity.	Data transfer; moderation between staff; seasonal review of progress.
Disproportionate impact on learners with ALN.	Individual transition plans and continuation of Welsh-medium support.
Non-Welsh speaking families feel less able to support learning.	Bilingual welcome pack, family sessions and home resources.
Loss of Pontiets' identity.	Oral history and archive project; representing both communities in the ethos and curriculum of the school.

Staff capacity or space limits the Welsh experience.	Confirm capacity, Welsh staff skills, resources and space before implementation.

8. Monitoring and Evaluation

Mitigation actions set out in this assessment will be monitored through Local Authority and foundation school improvement processes and consultation feedback, with adjustments being made where necessary to maximise the positive impact on the Welsh language.
Ongoing monitoring will ensure continued compliance with the Welsh Language Standards, including the Policy Making Standards (88–93), the Service Delivery Standards (1–83) and the Operational Delivery Standards (127–135), with corrective action taken where necessary.

9. Continuous improvement mechanisms:

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

10. Conclusion and Summary

The proposal maintains Welsh-medium education by transferring learners between two Category 3 schools, and has the potential to strengthen the sustainability of provision. Census 2021 data shows that 54% of residents aged three and over in the area are able to speak Welsh, rising to 80% among 3–15 year olds. This confirms that the schools serve an area where the Welsh language is a significant part of community life.
However, the local proportion decreased from 59% in 2011 to 54% in 2021. The loss of a Welsh-medium school site in Pontiets therefore creates a community risk that cannot be mitigated by maintaining the reception school's Category 3 status alone. The overall impact is assessed as mixed, which can be made positive if the transition, transport, community legacy, monitoring and engagement measures are fully implemented.
The assessment will be updated after the statutory consultation and again before a decision is made, including current school data, stakeholder experience and any more detailed information about catchments and travel.

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

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

Appendix C – Integrated Impact Assessment

Carmarthenshire County Council Integrated Impact Assessment

<table>
<tr><td colspan="4">PROPOSAL DETAILS</td></tr>
<tr><td>Service & Department:</td><td>Completed by (lead officer):</td><td>Date of initial assessment:</td><td>October 2026</td></tr>
<tr><td rowspan="2">Education & Children Services</td><td rowspan="2">MEP Team</td><td>Version number:</td><td>1</td></tr>
<tr><td>Revision Date:</td><td>Following the consultation period</td></tr>
<tr><td>What is the proposal to be assessed?</td><td colspan="3">Proposal to discontinue Ysgol Pontiets on 31st December 2027 and transfer pupils to Ysgol Ponthenri from 1st January 2028</td></tr>
<tr><td>Who will be directly affected by this proposal?</td><td colspan="3">Parents/guardians and pupils of Ysgol Pontiets
School staff employed at Ysgol Pontiets
Parents of prospective pupils of Ysgol Pontiets
Governing Body of Ysgol Pontiets
Parents/guardians and pupils of Ysgol Ponthenri
School staff employed at Ysgol Ponthenri
Parents of prospective pupils of Ysgol Ponthenri
Governing Body of Ysgol Ponthenri
The communities of Pontiets and Ponthenri
Other local/neighbouring schools</td></tr>
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As you complete the assessment, you will be required to identify all sources of evidence. This includes referencing to other documents, data etc and be completed through hyperlinks		
WELL-BEING OF FUTURE GENERATIONS (WALES) ACT FIVE WAYS OF WORKING ***(also known as the sustainable development principle. The Well-being of Future Generations (Wales) Act 2015 requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the five ways of working as a baseline)***		
The sustainable development principle is: '... the public body must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.'		
Ways of Working	**How does the proposal demonstrate that it has taken this into account?**	**What evidence has been used to support this view?**
Long-term **Balancing short term need with the long term and planning for the future**	The proposal would address the unsustainable situation at Ysgol Pontiets, which has very low and declining pupil numbers (21 pupils, 73% surplus places) and projected deficit budget (£80,469) at the end of the 2026/27 financial year. Transferring the pupils to Ysgol Ponthenri would improve the 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 the school from developing a deficit budget. It would enable 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 (75% in 2027, projected 71% in 2031). **Projected Pupil Numbers** - Pupil numbers expected to remain low for the next 5 years at least. **Birth Data –** Shows limited scope for growth in the number of children entering statutory education in the local area. **Budget Reports** – Highlight unsustainable budgets and high cost per pupil (£9,017 vs county average of £5,969). **Modernising Education Programme (MEP) Strategy** – Sets out objectives

		for long-term sustainability and improved educational standards. **School Organisation Code (2026)** – Requires action where surplus places exceed 25% and 30 unfilled places which applies to Ysgol Pontiets.
Prevention **Preventing problems occurring or getting worse**	The proposal prevents the situation from getting worse by tackling the ongoing challenges at Ysgol Pontiets before they become irreversible. These include: • Low and declining pupil numbers; • High level of surplus places; • Rapidly diminishing budget; • High budget share per pupil; • No permanent leadership; and • Challenges associated with multiple year groups in one class. Maintaining the status quo would lead to financial instability and continued difficulties in delivering a broad and balanced curriculum. By transferring pupils to Ysgol Ponthenri, the proposal mitigates these risks, ensuring pupils access high-quality education in age-appropriate classes. 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.	**PLASC Data** – Shows persistent low pupil numbers and high surplus places (75% in 2027, projected 71% in 2031). **Projected Pupil Numbers** - Pupil numbers expected to remain low for the next 5 years at least. **Birth Data –** Shows limited scope for growth in the number of children entering statutory education in the local area. **Budget Reports** – Highlight unsustainable budgets and high cost per pupil (£9,017 vs county average of £5,969). **MEP Strategy** – Sets out objectives for long-term sustainability and improved educational standards which applies to Ysgol Pontiets.

		School Organisation Code (2026) – Requires action where surplus places exceed 25% and 30 unfilled places.
Integration **Recognising relationships and interdependencies with other well-being goals and objectives of other service areas and partners.**	This proposal supports the integration of Carmarthenshire County Council's Well-being Objective 1, "Enabling our children and young people to have the best possible start in life (Start Well)," by contributing to: • Improved educational attainment and learner engagement. • Supporting vulnerable or disadvantaged children. • Promoting mental health and wellbeing. • Reducing the impact of poverty and inequality. • Developing Welsh language skills and a sense of belonging. • Strengthening early intervention and prevention approaches. The proposal recognises the interdependencies between education, health, wellbeing, family support and community services, and contributes to reducing inequalities that can impact children's development and life chances. The proposal to discontinue Ysgol Pontiets and transfer pupils to Ysgol Ponthenri supports the aims of Carmarthenshire's Modernising Education (MEP) Programme by helping to establish a more sustainable and resilient education provision that is capable of meeting the requirements of the Curriculum for Wales and wider Welsh Government priorities, including Cymraeg 2050.	**Carmarthenshire County Council's Wellbeing Objectives – Wellbeing Objective 1** – Start Well **Modernising Education Programme (MEP) Strategy** – Sets out objectives for sustainable school networks and improved educational standards. **School Organisation Code (2026)** – Requires consideration of surplus places and community impact. **Welsh in Education Strategic Plan (WESP)** – Ensures continued Welsh-medium provision and supports Welsh Government's Cymraeg 2050. **Financial Data** – Demonstrates unsustainable deficit and high cost per pupil at Ysgol Pontiets. **Transport Policy** – Free school transport for eligible pupils to maintain accessibility.

	The proposal also contributes to broader corporate objectives by reducing surplus school places, making more effective use of resources, and promoting equitable access to high-quality education for all learners. It aligns with the Council's home-to-school transport arrangements through the provision of free transport for eligible pupils and has been developed with consideration of its potential impact on local communities and services. By taking account of educational, social, economic, environmental and cultural considerations, the proposal demonstrates an integrated approach to decision-making. It recognises the interdependencies between education, transport, community wellbeing and the efficient use of public resources, ensuring that the long-term interests of learners and communities remain at the forefront of planning and service delivery.	**Community Impact Assessment** - Highlights links with local organisations and services.
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 through ongoing collaboration with key Council officers and service areas to ensure it aligns with the strategic priorities of the Local Authority, the objectives of the Modernising Education Programme, and relevant County Council and Cabinet decisions. A Shaping Discussion was undertaken with the Headteacher, Governing Body and Local Member to explore the challenges facing the school and to consider sustainable options for future education provision. This engagement enabled stakeholders to share local	**Minutes of the Shaping Discussion** – Held at the school on 12th March 2025. **School Organisation Code (2026) –** Sets statutory requirements for consultation and stakeholder engagement. **Consultation Document** – Will outline how stakeholders can respond to the proposal and submit objections.

	knowledge, identify potential impacts and contribute to the development of the proposal. Collaboration has also taken place across a range of Council services, including education, school transport, learner support, finance, human resources and policy teams, to assess the implications of the proposal and ensure that appropriate support arrangements are in place for learners, staff and families. In accordance with the School Organisation Code (2026), a formal consultation process will be undertaken to provide stakeholders with the opportunity to express their views on the proposal. This includes parents and carers, pupils, staff, governing bodies, trade unions, Estyn, the Welsh Language Commissioner, neighbouring schools and community representatives. Feedback received through the consultation process will be carefully considered before any final decision is made. This collaborative approach helps to ensure that the proposal is informed by a wide range of perspectives and expertise, promotes transparency in decision-making, and supports the development of a solution that meets the needs of learners, families and the wider community. By working with partners and stakeholders throughout the process, the Council seeks to achieve the best possible educational outcomes while managing the broader social, cultural and community impacts of the proposal.	**Modernising Education Programme (MEP) Strategy** – Developed collaboratively across service areas to ensure sustainable school networks. **Community Impact Assessment** – Incorporates feedback from the school. **Welsh Language Impact Assessment** – Outlines the potential effects on Welsh-medium learners and Welsh-medium education.
Involvement	The development of this proposal has been informed by engagement with key stakeholders throughout the	**School Organisation Code (2026)** – Sets statutory requirements for

Involving those with an interest and seeking their views in decisions that affect them	process. Early involvement included a Shaping Discussion with the Headteacher, Governing Body and Local Member to consider the challenges facing the school and explore potential long-term solutions for sustainable education provision. Recognising the importance of involving those most affected by the proposal, opportunities have been provided for pupils to share their views. Pupil consultation activities will be undertaken in an age-appropriate manner, enabling learners to express their opinions, experiences and any concerns regarding the future of their education. The views of pupils will be considered alongside those of other stakeholders as part of the decision-making process. In accordance with the School Organisation Code (2026), a formal consultation exercise will provide opportunities for a wide range of stakeholders to participate in the process. This includes pupils, parents and carers, school staff, governors, trade unions, Estyn, the Welsh Language Commissioner, neighbouring schools, community representatives and other interested parties. Consultation responses will be gathered and analysed to ensure that stakeholders' views are fully considered before any decision is reached. The proposal reflects the Council's commitment to meaningful involvement by seeking and considering the views of learners, families, staff and communities. This approach helps to ensure that decision-making is informed by the experiences and perspectives of those affected, promotes transparency, and supports the development of	stakeholder involvement. **Consultation Document** – Will outline how stakeholders can respond to the proposal and submit objections. **Pupil Consultation Document** – Will outline in an age-appropriate manner how pupils can respond to the proposal and submit objections. **Planned Consultation Engagement** – Online survey, email responses, paper forms and pupil engagement sessions. **Community Impact Assessment** – Outlines how community views have informed the proposal. **Commitment to publish Consultation Report** – Ensures feedback is considered before determination.

	a solution that best meets the needs of current and future learners. Through ongoing engagement and consultation, the proposal demonstrates the principle of involvement by ensuring that people with an interest in, or affected by, the proposal have opportunities to influence its development and implementation.	

1. Long Term	Long-term planning in relation to the proposed closure of Ysgol Pontiets seeks to minimise disruption for pupils, staff and families whilst maximising opportunities to enhance educational provision, including access to improved facilities, resources and a broader curriculum. A structured and well-supported transition process will be implemented to maintain continuity of learning, wellbeing and pastoral support throughout the transfer period. Where necessary, investment will be made in the infrastructure and facilities of the receiving school to ensure it can accommodate additional pupils in a sustainable manner without adversely affecting the quality of education or learner experience. The Council will continue to monitor the longer-term effects of the proposal on learners, families and the wider community, including any impacts on community cohesion. Consideration will also be given to the future use of the Ysgol Pontiets site in accordance with the Council's policy for redundant school buildings, with opportunities for community benefit explored where feasible. Should the site not be required for community use and no suitable corporate use be identified, the Council will seek to dispose of the property at the earliest appropriate opportunity in order to minimise ongoing maintenance costs, financial liabilities and risks associated with vacant buildings.

2. Prevention	The proposal seeks to prevent the ongoing challenges facing Ysgol Pontiets from becoming more significant over time. Pupil numbers have declined steadily in recent years and are projected to remain low, resulting in substantial surplus capacity, increasing financial pressures and concerns regarding the long-term sustainability of the provision. By implementing the proposal, the Council aims to prevent these issues from worsening and to avoid a situation where educational, leadership and financial challenges could further impact on pupils' learning experiences and opportunities. The proposal would place learners within a more sustainable educational environment with stable leadership, stronger organisational resilience and access to a broader curriculum. To prevent adverse impacts during implementation, a comprehensive transition programme will be developed and delivered in partnership with Ysgol Pontiets and Ysgol Ponthenri. This will include transition visits, opportunities for pupils to meet staff and peers, targeted support for vulnerable learners and those with Additional Learning Needs, and effective sharing of learner information to ensure continuity of learning and wellbeing. Ongoing monitoring of attendance, wellbeing and attainment following transfer will enable any emerging issues to be identified and addressed at an early stage. Free home-to-school transport will be provided for eligible pupils in accordance with Council policy, and additional resources or accommodation will be made available where necessary to ensure educational standards and learner experiences are maintained.
3. Integration	The proposal will be implemented alongside a range of related policies and strategies, including the Modernising Education Programme (MEP), the Curriculum for Wales, the Welsh in Education Strategic Plan (WESP), the Home to School Transport Policy, the Council's Well-being Objectives as Well as Cymraeg 2050: A Million Welsh Speakers. Potential negative impacts on community cohesion, Welsh language use and accessibility will continue to be monitored through the Community Impact Assessment, Welsh Language Impact Assessment and Integrated Impact Assessment processes. Positive impacts will be supported by ensuring pupils continue to access Welsh-medium education, improved leadership capacity, broader curriculum opportunities and enhanced wellbeing support within a sustainable school environment. Consideration will also be given to future community use of the Pontiets school site, where feasible, in line with the Council's policy for redundant school buildings.
4. Collaboration	Close collaboration will continue between education officers, school leaders, governors, transport officers, human resources, Additional Learning Needs services and other Council departments throughout the statutory process and any subsequent implementation. The Council will work closely with Ysgol Ponthenri and its federation

	partners to plan for pupil integration, staffing implications and any infrastructure requirements. Trade unions, parents, pupils, community representatives and relevant statutory consultees will be engaged through the consultation process, ensuring that concerns are identified early and appropriate mitigation measures developed. Where community concerns arise regarding the future use of the school site, opportunities for community or corporate use will be explored in partnership with local stakeholders before disposal is considered.
5. Involvement	Meaningful involvement of stakeholders will continue throughout the consultation and decision-making process. Pupils will be consulted through a dedicated Children and Young People's Consultation Document and pupil engagement sessions facilitated by an Education Support Advisor. Parents, carers, staff, governors, community representatives and local residents will have opportunities to provide feedback during the consultation period and statutory notice process. Findings from the Community Impact Assessment, Welsh Language Impact Assessment and consultation responses will be used to inform decision-making and identify any additional mitigation measures required. Ongoing communication with affected families and staff will help ensure that concerns are addressed promptly and that stakeholders remain informed throughout the process. A formal Consultation Report will be published summarising feedback and how it will influence the final decision.

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 will have the greatest impact on school-age children currently attending Ysgol Pontiets, including pupils below statutory school age who may experience a change in education provision and travel arrangements. Nursery-aged pupils are not eligible for free home-to-school transport under the Council's school transport policy and this may create additional travel and childcare considerations for affected families. The proposal may also impact on parents and carers who will need to adjust to new school arrangements, including changes to travel routines, attendance at school events and engagement with a new school community. Staff members may be affected by the proposal through organisational change and potential redeployment processes. Particular consideration will be given to employees aged 55 and over who may be considering retirement options or who could be disproportionately affected by changes to their employment circumstances. To mitigate these impacts, the Council will implement comprehensive transition arrangements for pupils and families, provide clear communication throughout the process, and offer support to staff in accordance with the Council's employment policies. Eligible pupils will receive free home-to-school transport in line with Council policy, and individual circumstances will be considered	PLASC (2026) Data Carmarthenshire County Council's School Transport Policy Staffing Profile

	where additional support may be required.	
Disability	Some pupils may have disabilities or Additional Learning Needs and could require additional support during the transition process. Individual needs will be considered and reasonable adjustments made where required in line with the Equality Act 2010. However, the impact is not anticipated to be negative as there would be a greater team of staff and resources to support learners within a larger school. Should the proposal proceed, transition meetings and strong communication will take place prior to any transfer. Any vulnerable learners needing additional support have access to external agencies and Local Authority officer advice. Ysgol Ponthenri has an accessibility plan and comprehensive transition arrangements will be put in place. It is considered that the impact of the proposal for ALN learners would be positive as the learning environment at Ysgol Ponthenri is appropriate and conducive for the delivery of support for learners with needs.	
Gender reassignment	No specific adverse impacts have been identified. The proposal applies equally to all learners. However, there is potential for some adverse impacts in relation to this protected characteristic, particularly where	

	individuals are required to adapt to a new educational or social environment. Changes in school setting, peer groups and established support networks may create uncertainty or anxiety for some pupils, particularly if the approaches to inclusion and wellbeing differ from those currently experienced. These potential impacts can be mitigated through effective transition planning and by ensuring that the receiving school has robust policies, procedures and support networks in place to promote inclusion, equality and protection from discrimination. Opportunities for pupils and families to engage with the receiving school prior to transfer can also help to support a positive transition and foster a sense of belonging. Overall, the proposal is intended to provide learners with access to a sustainable educational environment and to enhance educational opportunities, wellbeing and outcomes for all pupils affected by the proposal.	
Marriage and Civil Partnership	No identified impact. This characteristic is not considered relevant to the proposal. However, whilst not directly relevant to pupils it is important to maintain equality in employment practices in relation to staffing.	
Race	No specific adverse impacts have been identified. The proposal applies equally to all learners regardless of race or ethnic background. However, the proposal may have an impact on pupils and	The school will follow inclusive practices and policies.

	families from minority ethnic backgrounds, particularly where they have specific cultural, linguistic or support needs that will need to be understood and accommodated within the receiving school. Careful transition planning and effective information sharing will help ensure that these individual needs continue to be recognised and supported. The ethnicity profile of Ysgol Pontiets is broadly similar to that of Ysgol Ponthenri with both schools having predominantly White British pupils. At Ysgol Pontiets, 18 (85.7%) out of the 21 pupils on roll are recorded as White British whilst 1 pupil (4.8%) is recorded as Chinese and Any Other Ethnic Group, 1 pupil (4.8%) is recorded as Traveller of Irish Heritage and 1 pupil (4.8%) is recorded as White and Black Caribbean. At Ysgol Ponthenri, 58 (96.7%) out of the 60 pupils on roll are recorded as White British whilst 1 (1.7%) is recorded as White and Asian and 1 (1.7%) recorded as White European Other. Any potential impacts will be mitigated by working closely with pupils, families and the receiving school to ensure appropriate support is in place and that learners continue to have equitable access to educational, pastoral and wellbeing provision. Both schools are committed to promoting equality, diversity and inclusion and provide Welsh-medium education in an environment that values and respects the diverse backgrounds, experiences and identities of all	

	pupils. The proposal is intended to ensure that all learners continue to receive appropriate support and have access to high-quality educational opportunities.	
Religion/Belief	The proposal does not alter access to faith-based education provision and no adverse impacts have been identified. However, the proposal may have an impact on pupils and families from minority ethnic backgrounds, particularly where they have specific cultural, linguistic or support needs that will need to be understood and accommodated within the receiving school. Careful transition planning and effective information sharing will help ensure that these individual needs continue to be recognised and supported. Any potential impacts will be mitigated by working closely with pupils, families and the receiving school to ensure appropriate support is in place and that learners continue to have equitable access to educational, pastoral and wellbeing provision. Both schools are committed to promoting equality, diversity and inclusion and provide Welsh-medium education in an environment that values and respects the diverse backgrounds, experiences and identities of all pupils. The proposal is intended to ensure that all learners continue to receive appropriate support and have access to high-quality educational opportunities.	
Pregnancy and maternity	The proposal may have a limited impact on parents or carers who are pregnant or on maternity leave, particularly	N/A

	where changes to school arrangements and travel routines require additional planning and adjustment. These impacts will be mitigated through clear communication, timely provision of information and support regarding transport arrangements and transition planning. Staff who are pregnant, on maternity leave, or returning to work during the implementation period will continue to have access to appropriate human resources advice and support. The Council will ensure that employment policies and procedures are applied fairly and consistently, taking account of individual circumstances and statutory protections. A designated HR contact will be made available to provide advice, guidance and support on any pregnancy or maternity-related matters, helping to ensure that affected employees are fully informed and supported throughout the process. Overall, no disproportionate adverse impact has been identified in relation to pregnancy and maternity, and appropriate measures will be put in place to support individuals who may be affected by the proposal.	
Sexual Orientation	The proposal does not affect access to education, support services or opportunities on the basis of sexual orientation. Pupils transferring from Ysgol Pontiets would continue to receive education within an inclusive and supportive learning environment and would retain access to the same curriculum, pastoral support and statutory services.	The school will follow inclusive practices and policies.

	The receiving school is committed to promoting equality, diversity and inclusion in accordance with relevant legislation, policies and procedures. Appropriate measures are in place to foster a safe, respectful and welcoming environment for all members of the school community. No evidence has been identified to indicate that pupils, parents, carers or staff of any sexual orientation would be disproportionately affected by the proposal. The proposal is therefore not considered to have an adverse impact in relation to this protected characteristic.	
Sex	The proposal does not alter access to education, school places, support services or educational opportunities on the basis of sex. All pupils transferring from Ysgol Pontiets would continue to have access to the same curriculum, wellbeing support and educational provision regardless of their sex. The proposal may result in changes to employment arrangements for staff at Ysgol Pontiets, including the potential for redeployment, changes to working patterns or redundancy. Based on the current staffing profile, all staff employed at the school are female. As a result, any staffing impacts arising from the proposal may fall disproportionately on women. However, this reflects the existing composition of the workforce rather than any aspect of the proposal itself, and no evidence has been identified to suggest that the proposal has been designed or would operate in a discriminatory manner on the basis	The school will follow inclusive practices and policies.

	of sex. The proposal has not been developed on the basis of the sex of affected employees, and the Local Authority does not consider that it would give rise to unlawful discrimination. Any staffing implications will be managed in accordance with the Council's employment policies and procedures, including appropriate consultation, consideration of redeployment opportunities and the provision of support measures for affected staff. Overall, the proposal is not considered to have a disproportionate adverse impact in relation to this protected characteristic.	

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

1. Age	Implement comprehensive transition arrangements for pupils, including school visits, induction activities and well-being support. Provide clear and timely communication to parents and carers regarding transport, admissions and transition arrangements. Offer additional support to the parents of pupils who are below statutory school age and therefore not eligible for free home to school transport. Provide appropriate support, advice and redeployment opportunities for affected staff, including those aged 55 and over who may be considering retirement options.
2. Disability	Ensure that all pupils with disabilities or Additional Learning Needs continue to receive appropriate support and reasonable adjustments. Develop individual transition plans where required to ensure sharing of information between schools. Work with families and relevant professionals to maintain continuity of support and access to specialist services. Monitor the

	impact of the transition on pupils' well-being, attendance and educational progress.
3. Gender reassignment	Ensure that the receiving school maintains robust equality, anti-bullying and inclusion policies. Promote a safe, respectful and supportive environment for all pupils and staff. Ensure that any existing support arrangements remain in place throughout the transition process.
4. Marriage and Civil Partnership	Ensure all employment decisions relating to staff are made fairly and consistently in accordance with employment legislation and Council policies. Continue to provide equal access to information, consultation opportunities and support regardless of marital or civil partnership status.
5. Race	Ensure that cultural, linguistic and ethnic diversity is recognised and supported within the receiving school. Share relevant information with receiving staff to support individual learners and families. Promote equality, diversity and inclusion through school policies, curriculum activities and pastoral support.
6. Religion/Belief	Engage with families where there are specific faith-related requirements or practices. Ensure that school policies continue to support pupils' rights to practice and express their beliefs. Maintain an inclusive school environment that respects different faiths, beliefs and cultures.
7. Pregnancy and maternity	Provide clear communication and flexibility for parents or carers who are pregnant or on maternity leave. Make available HR advice and support for employees who are pregnant, on maternity leave or returning to work. Ensure that staffing processes take account of statutory protections relating to pregnancy and maternity.
8. Sexual Orientation	Maintain policies and practices that promote equality, dignity and respect for all members of the school community. Ensure access to pastoral and wellbeing support where required. Continue to challenge discrimination, harassment and bullying through established school procedures.
9. Sex	Mange any staffing implications through fair and transparent employment processes, including consultation and redeployment opportunities. Monitor any disproportionate impact on male or female staff where workforce changes are required. Ensure that all pupils continue to have equal access to educational opportunities, support services and

	extracurricular activities regardless of sex.

WELSH LANGUAGE ***(the Welsh Language Measure 2011 and Welsh Language Standards require the Council to have "due regard" for the positive or negative impact a proposal may have on opportunities for persons to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language)***			
Requirement	**Does the proposal impact on the following Standards?**	**What evidence has been used to support this view?**	**Does the proposal have any positive or negative impacts?**
Opportunities for persons to use the Welsh language	An individual Welsh Language Impact Assessment has been undertaken and can be read fully in Appendix B. Should the proposal proceed, pupils will be transferred to an alternative Language Category 3 (Welsh-medium) school. Should the proposal proceed, the consultation process will be bilingual meaning that the public will have the opportunity to read documentation relating to the proposal in Welsh and	The Consultation Document confirms that both schools are Welsh-medium. The Welsh Language Impact Assessment (Appendix B) states that the proposal maintains Welsh-medium provision.	Should the proposal proceed, there would potentially be a positive impact on opportunities for pupils to use the Welsh language. Pupils will be transferred to an alternative Language Category 3 (Welsh medium) school with a larger cohort of pupils providing greater social opportunities to use the Welsh language and further develop their Welsh language skills. Should the proposal proceed, there could be a potentially negative impact for residents within the eastern side of the village of Pontiets to use the Welsh language as this part of the village would lose the presence of a Welsh-medium school.

	be able to respond through the medium of Welsh.		
Treating the Welsh language, no less favourably than the English language	An individual Welsh Language Impact Assessment has been undertaken and can be read fully in Appendix B. This proposal does not treat the Welsh language less favourably than the English language. Should the proposal proceed, the consultation documentation will be bilingual meaning that the public will have the opportunity to read documentation relating to the proposal in Welsh and English and provide a response in their preferred language medium.	Both schools operate under Welsh Language Standards.	The proposal would maintain access to the provision of Welsh-medium education in the area ensuring that pupils continue to learn and communicate primarily in Welsh.

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?	The proposal aligns with the authority's broader vision to give all children and young people the best possible start in life, reduce the effects of poverty on educational outcomes, and ensure safe prosperous communities. PLASC data (2026) shows that 57% of pupils at Ysgol Pontiets are eligible for Free School Meals (eFSM), 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. The Local Authority has also considered the socio-economic profile of the catchment area using the Welsh Index of Multiple Deprivation (WIMD) 2025, the Welsh Government's official measure of relative deprivation for small areas in Wales. The majority of the catchment falls within the Llangyndeyrn 1, and Glyn Lower Super Output Areas (LSOAs). Whilst a very small area of the catchment area falls within the Llangyndeyrn 2 Lower Super Output Areas (LSOA), this area comprises predominantly agricultural land and contains few, if any, residential properties. Consequently, they are not considered to have a significant influence on the overall socio-economic profile of the catchment area. WIMD 2025 data indicates that the catchment area encompasses LSOAs within Deciles 5 and 6. Llangyndeyrn 1 is ranked within Decile 5, representing areas with average levels of deprivation relative to Wales as a whole, while Glyn falls within Decile 6, indicating a slightly lower level of deprivation than the Welsh average. Collectively, these data suggest that the catchment experiences low to moderate levels of deprivation and is not among the most deprived communities in Wales.

	Income and employment deprivation indicators show evidence of moderate levels of income deprivation, but not levels that would indicate severe or concentrated socio-economic disadvantage across the catchment. Analysis of the WIMD 2025 domains indicates that the most significant source of deprivation within the catchment relates to access to services, with both LSOAs ranking substantially more deprived in this domain than in any other with Llangyndeyrn 1 and Glyn falling within Decile 2, meaning that they are among the 20% most deprived areas in Wales for access to services. This reflects the rural nature of the area and the relative distance from key services, employment opportunities and public transport links. Income and employment deprivation are evident, particularly in relation to child poverty, although levels are broadly moderate rather than severe. Health, education, community safety and physical environment indicators are comparatively stronger, suggesting that the principal challenge facing the catchment is one of accessibility rather than concentrated socio-economic deprivation. The Local Authority recognises that learners and families experiencing socio-economic disadvantage may be more susceptible to changes in travel arrangements and accessibility. These considerations have been taken into account throughout the assessment of the proposal. A range of deprivation indicators, including eligibility for free school meals (eFSM), attendance data and wellbeing information, will inform transition planning. Where individual learners or families are identified as requiring additional support, appropriate measures will be put in place to help mitigate potential impacts. Having considered both individual and area-based measures of deprivation, including free school meal eligibility (eFSM) and WIMD 2025 data, the Local Authority does not consider that the proposal would result in a disproportionate adverse impact on learners from socio-economically disadvantaged backgrounds. The catchment area is not identified as being among the most deprived communities in Wales. WIMD 2025 evidence indicates that the principal area of relative deprivation relates to access to services, reflecting the rural nature of the community and the distances involved in accessing key facilities and

	services. The provision of free home-to-school transport for eligible learners, together with targeted transition and wellbeing support, is expected to mitigate any potential negative effects arising from the proposal. The proposal supports the Authority's wider ambition to ensure that all children and young people have the best possible start in life, to reduce the impact of poverty on educational attainment and wellbeing, and to contribute to the development of safe, resilient and prosperous communities.
Have you engaged with those effected by the decision?	A Shaping Discussion has previously been held with the Headteacher, Governing Body and Local Member. However, should Council proceed with the statutory process, consultation with stakeholders will be conducted in line with the guidance set out in the School Organisation Code (2026). This will involve engagement with parents, carers, pupils, staff and community stakeholders where observations can be submitted through online surveys, email responses and via letter.
Have you considered communities and places of interest?	The Community Impact Assessment (Appendix A) considers the effect on the village of Pontiets and will be updated throughout the process to reflect any feedback received. There is currently no use of the school building after hours by the community although the school is proud to work in partnership with a number of community organisations and individuals to enhance the provision and education it is able to provide to its pupils and the wider community. Therefore, should the proposal proceed, it is acknowledged that there would be an impact on these partnerships and the role the school plays within the community. Of the 50 pupils living withing the catchment area of Ysgol Pontiets, only 12 attend the school. The remaining 9 pupils at the school travel from outside the catchment area whilst the remaining 38 pupils living within catchment attend alternative schools. The available evidence according to WIMD 2025 data, indicates that community safety is not a significant source of deprivation within the catchment area and compares favourably with many other areas across Wales. Consequently, community safety is not considered a factor that would increase the vulnerability of learners likely to be affected by the proposal.

What are the main impacts of the proposal?	• Loss of education provision in the eastern side of the village of Pontiets. • Impact on pupils, staff and parents. • Potential impact on pupils' travel arrangements. The principal community impact of the proposal would be the loss of a long-established educational institution that has served Pontiets for approximately 150 years and forms part of the village's identity. The closure would remove education provision from the village and may reduce community cohesion and local activity associated with the school. However, the impact may be moderated by the fact that the school building is not currently used by community groups, Welsh-medium education would remain available locally, and the proposed receiving school is located within close proximity of Pontiets.
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 targeted transition support for vulnerable learners, ensuring that transport arrangements do not create additional barriers to participation, monitoring outcomes for disadvantaged pupils following transfer, and promoting access to financial support schemes such as eFSM and the School Essentials Grant. These measures would help reduce any risk that socio-economic disadvantage affects pupils' ability to benefit fully from the proposed changes. Pupils and families will be provided with tailored support during the transition period to minimize potential challenges. Clear communication with stakeholders will be crucial in ensuring that all families understand what the proposal means to them. Good communication builds trust, reduces confusion and anxiety, and helps ensure that no one is left behind during the transition.
What is the likely impact on those sharing protected characteristics and further impacts regarding intersectionality?	The proposal is not expected to have a disproportionate adverse impact on individuals sharing protected characteristics. However, it is recognised that some learners may experience intersecting disadvantages, for example learners with disabilities or Additional Learning Needs (ALN) who also experience socio-economic disadvantage, or learners from low-income households who face barriers associated with rurality and access to services. The principal deprivation issue within the catchment relates to access to services rather than concentrated socio-economic deprivation. Nevertheless, these intersecting factors may increase vulnerability to changes in travel arrangements and school transition. The Local Authority will therefore

	consider individual circumstances and provide appropriate transition, wellbeing and transport support where required. Overall, no significant adverse impacts are anticipated for individuals sharing protected characteristics, either individually or in combination with socio-economic disadvantage.

THE RIGHTS OF THE CHILD ***(In this section, we need to consider whether the proposal has any direct or indirect impact on children and young people).***			
Requirement		**What evidence has been used to support this view?**	**What action can be taken to mitigate any negative impacts or support any positive impacts?**
Will the proposal have any impact (direct or indirect) on children and young people?	Yes, should the proposal proceed, it will have a direct impact on children. The proposal, if implemented, will mean that children will be required to move from their current school to a new school which could have an impact on the pupils' wellbeing. There are currently no youth clubs, etc being run at the school so the proposal would only directly impact the pupils attending the school. **Article 28 of the United Nations Convention on the Rights of the Child (UNCRC) - Right to**	PLASC (2026) data showing 21 pupils on roll. **Article 12 - Respect for the Views of the Child** Every child has the right to share their opinions, feelings and preferences on matters that affect them. Their views should be listened to, valued and given appropriate consideration in decisions that impact their lives, whether at home, in education, or in wider services and processes. **Article 28 - Right to Education**	A comprehensive transition plan will be developed which will include familiarisation visits to Ysgol Ponthenri. Pastoral provision will be strengthened to support pupil wellbeing during the transition phase. Communication with pupils and parents regarding transition timescales and logistical arrangements will be clear and consistent. The Authority will facilitate opportunities for pupils to develop and maintain peer networks through collaborative activities ahead of the move. Should the proposal proceed, in line with the School Organisation Code (2026) pupils will be consulted during

	Education has been considered as the proposal directly affects where children will receive their education. The Local Authority has assessed whether access to education will be maintained and notes that learners would continue to have access to Welsh-medium primary education at Ysgol Ponthenri or another school chosen by parents through the admissions process. **Article 29 - Aims of Education** has been considered as the proposal seeks to provide learners with access to a broader range of educational opportunities, larger peer groups, enhanced facilities and wider curricular and extracurricular experiences, supporting the development of each child's abilities and potential. **Article 12 - Respect for the Views of the Child** is engaged because pupils affected by the proposal will be given opportunities to express their views during the consultation process.	Every child is entitled to access education. Primary education should be provided free of charge, and all children should have access to secondary education. School policies and practices, including behaviour management, must uphold children's dignity and rights. **Article 29 – Aims of Education** Education should support the full development of each child's personality, talents and abilities. It should also promote respect for human rights, cultural diversity, family values, and the environment, helping children become responsible and informed members of society. **Article 30 – Rights of Children from Minority or Indigenous Groups** Children have the right to enjoy and celebrate their own culture, language and religion. They should be supported to maintain their cultural identity,	the consultation period. There will be an opportunity for the pupils (School Council as a minimum) of the schools subject to the proposals, to participate in the consultation process during a session which will be undertaken by an Education Support Adviser. Additionally, all pupils will be provided with a copy of the Children and Young People Consultation Document.

	Article 30 (Children from Minority Groups) has been considered because the proposal relates to Welsh-medium education. The proposal would maintain access to Welsh-medium education and opportunities to use the Welsh language through provision at Ysgol Ponthenri.	regardless of whether it is shared by the wider community in which they live.	
Is the initiative designed / planned in the best interests of children and young people?	Yes, the proposal seeks to enhance educational opportunities and outcomes for all pupils. It also ensures that pupils are able to continue their education through the medium of Welsh. **Article 3 – Best Interests of the Child** Article 3 has been a key consideration throughout the development of this proposal. The Local Authority has evaluated the potential educational, wellbeing, accessibility and community impacts and considers that the proposal would support the long-term best interests of learners. This includes providing access to sustainable Welsh-medium education, a wider range of	**Modernising Education Programme (MEP) Strategy** The proposal aligns with the Modernising Education Programme (MEP) Strategy, which aims to deliver sustainable, high-quality educational provision that meets the needs of current and future learners. **Welsh Language Impact Assessment** The Welsh Language Impact Assessment has identified that Welsh-medium educational provision will continue to be available, supporting learners' access to Welsh-language education and promoting the Welsh language.	Involve pupils in the consultation process by using accessible, age-appropriate information and opportunities for them to share their views. Provide pastoral, emotional and wellbeing support to pupils throughout the transition period and following the move. Monitor the educational progress and wellbeing of pupils who transfer to ensure they are settling successfully and achieving positive outcomes. Maintain regular communication with parents and carers to keep them informed and respond to any questions or concerns in a timely manner.

	educational opportunities, enhanced facilities and improved support provision. **Article 23 – Children with Disabilities** Article 23 has been considered as the proposal may affect learners with disabilities and additional learning needs (ALN). The Local Authority has assessed the accessibility of the receiving school, the continuity of ALN provision, access to specialist services, and the need for personalised transition arrangements. Should the proposal proceed, appropriate support and reasonable adjustments will be made to ensure that learners with disabilities can continue to access education and participate fully in all aspects of school life. **Article 31 – Leisure, Play and Participation in Cultural Life** Article 31 has been considered as the proposal may influence pupils' access to leisure, recreational, sporting and cultural activities. The Local Authority believes that	**Article 3 – Best Interests of the Child** The best interests of the child must be a primary consideration in all decisions and actions that affect them, ensuring their wellbeing, development and educational needs are at the centre of the decision-making process. **Article 23 – Children with Disabilities** Children with disabilities have the right to live with dignity, achieve their full potential, and participate fully in their communities. Appropriate support should be provided to promote independence, inclusion and equal access to opportunities. **Article 31 – Leisure, Play and Culture** Every child has the right to rest, play, engage in recreational activities, and participate in cultural, artistic and community life, supporting their wellbeing, development and sense of belonging.	

	pupils transferring to Ysgol Ponthenri would benefit from a broader range of extracurricular opportunities, including sporting, cultural and Welsh-language activities. This would support their right to participate fully in play, leisure and cultural life.		

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

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

Requirement	
Does the proposal impact on the county's Biodiversity and ecosystem resilience?	Should the proposal to discontinue Ysgol Pontiets and transfer pupils to Ysgol Ponthenri proceed, it may have both positive and negative implications for

	environmental sustainability and ecosystem resilience within the county. Potential adverse impacts could arise from changes to travel arrangements, as some pupils may be less able to walk to school and may become more reliant on transport, potentially increasing carbon emissions. To help mitigate these effects, the Local Authority will seek to promote and provide sustainable transport options for eligible learners wherever possible. As the proposal would involve the reuse, repurposing or potential sale of the existing school building rather than the development of a new facility, significant disturbance to habitats or biodiversity is not anticipated. Any future use or redevelopment of the site would be expected to comply with relevant biodiversity and environmental responsibilities, helping to protect and enhance the local natural environment where appropriate. An increase in pupil numbers at Ysgol Ponthenri may lead to higher levels of waste generation. However, the school's existing waste management arrangements are expected to minimise any negative environmental impacts. Overall, the impact on the Council's net zero objectives is considered likely to be neutral, as pupils would be transferring from one school to another rather than generating additional demand for educational provision.
Does the proposal have a positive or negative impact on the CCC commitment to be a net zero carbon local authority by 2030?	According to data provided by colleagues from the Place, Infrastructure and Economic Development Department, transferring the 21 pupils from Ysgol Pontiets to Ysgol Ponthenri would: • Generate approximately 0.32 tCO_2e of transport emissions annually. • Still result in an estimated net reduction of 12.02 tCO_2e per year overall.

	• Potentially deliver even greater carbon savings if future decarbonisation measures, such as heat pumps and building improvements, are implemented at Ysgol Ponthenri. The 12-tonne saving comes primarily from no longer operating the Pontiets school building, rather than from transport arrangements. This is roughly equivalent to the annual emissions of 4 to 6 average UK homes. Therefore, the environmental assessment supports the proposal from a carbon emissions perspective, indicating a reduction in annual emissions rather than an increase.
Does the proposal have a positive or negative impact on the County's resilience to the existing and future impacts of climate change?	Should the proposal proceed, it may have both positive and negative implications for the county's resilience to current and future climate change impacts. A potential positive outcome is the consolidation of educational provision within a single school building rather than operating two separate sites, which may improve the efficiency of resource and energy use. Conversely, the proposal could increase transport requirements for some pupils, potentially resulting in higher vehicle emissions. It may also reduce the number of pupils who are able to walk to school, which could have further implications for sustainable travel and the overall environmental impact of the proposal.

DATA PROTECTION ***(Data Protection legislation includes a legal requirement to undertake Data Protection Impact Assessments in order to identify and reduce the privacy risks of a project at an early stage. In this section, we need to establish whether the proposal requires this assessment needs to be completed. There are also specific requirements around using third parties to process personal data on the Council's behalf, which must be covered by a legally binding Data Processing Agreement).***

Does the proposal involve the collection/use of personal data (information relating to an identified or identifiable person)?	Yes.	**If yes, please provide information on the type of data**
		E-mail address or postal address is requested should consultees wished 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, if required. Response forms will be available online and in paper form at the school, if required.
Does the proposal involve a third party collecting, being provided with, or otherwise having access to personal data controlled by the Council?	No.	**If yes, please provide information on what this will entail**
If you have answered yes to any of these considerations, please consult the Data Protection Officer to initiate a Data Protection Impact Assessment and/or discuss whether a Data Processing Agreement is required.		

IMPLICATIONS ***(Please consider any additional implications and ensure that any arising implications have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below)***	
	Are there any direct implications that need to be considered as part of this proposal?
1.Legal and Risk Management	If approved, consultation will be initiated in accordance with the relevant statutory procedures in line with the School Organisation Code (2026). The School Organisation Code 2026 notes that “the prime purpose of schools is the provision of education and any case for closure **should** be robust and in the best interests of educational provision in the area.”

2. Finance, Procurement, ICT and Physical Assets	If approved Ysgol Ponthenri will continue to be funded in accordance with the County Council's funding formula. **<u>Finance Revenue</u>** The school's current financial position as well as forecasted budgets have been considered as part of the consultation document. Should the proposals proceed, and implementation agreed, the anticipated annual revenue savings for Ysgol Pontiets would be £66,807. In addition, there are other savings to the Council from the reduction in central support services provided to schools such as Human Resources, Education and ALN Support, IT, Music Service, cleaning, property maintenance, grounds maintenance and catering. The 2023 Building Condition Survey for Ysgol Pontiets forecasted a required capitalised maintenance expenditure of £202,808 over a five-year period. This would lead to a saving to the Council if the school is discontinued. The Catering Service provides pupils with a breakfast club £6,060 and lunch service £30,004 at a total annual cost to the LA of £36,064. Whilst this is offset by the grant from Welsh Government of £4,923 to provide meals, there is a net saving to the service, and thus the Council of £31,141. The Welsh Government grant of £4,923 for meals will move with the pupils to their new school. It is unlikely that there will be additional costs to providing the meals in those school, therefore the net cost of providing the service will reduce in the receiving

	school. Again, this budget is separate from the overall schools' delegated budget If approved, as a result, a total of £122,549 would be transferred to the receiving school as per pupil funding. **<u>Finance Capital</u>** Should the proposal proceed, and implementation agreed, the Local Authority would gain a redundant school building within its estate. If there is no corporate or community interest in retaining the building as per the 'Future Use/Disposal of Redundant Land and Buildings policy, then the building would be placed on the open market and could generate a capital receipt of approximately £150,000 . **<u>Physical Assets</u>** Should the proposal proceed and implementation agreed, the Local Authority would gain one redundant school building within its estate. The property would be transferred to the Corporate Property Division for the procedures outlined in the 'Future Use/Disposal of Redundant Land and Buildings arising from the Modernising Education Programme policy to be actioned**.** This policy has been developed to allow the community to be offered the asset in the first instance before placing the site on the open market.
3. Staffing	If approved, a staff redundancy process would be initiated in relation to all staff currently employed at the school. This process would be conducted in accordance with the Redundancy & Surplus Staffing Policy for Schools. The Local Authority's Redundancy Policy would be applicable to any staff based at the school who are employed centrally by the Local Authority i.e. Catering, Cleaning etc. However, the decision to propose the closure of a school is never taken lightly, and we fully acknowledge the impact that such a proposal may have on staff members.

	Our priority is to minimise disruption and provide appropriate support to staff throughout the period of change. In accordance with the Model Redundancy and Surplus Staffing Policy for Schools, the Council is committed to seeking to avoid compulsory redundancies wherever possible. This includes exploring suitable redeployment opportunities within schools across the county and the wider local authority, considering voluntary redundancy or early retirement where appropriate, and engaging closely with recognised trade unions throughout the process. While every effort will be made to secure alternative employment for affected staff, it is not possible to completely eliminate the risk of redundancy. Where redeployment opportunities are unavailable, any staffing reductions will be managed through a fair, transparent and supportive process, with appropriate guidance and assistance provided to those affected. We recognise that this period of uncertainty may be challenging for staff and their families. The Council is committed to providing clear and regular communication, timely updates, and access to appropriate support throughout the process.
4. Marketing & Media	If approved, the consultation will need to be marketed through the County Council website and social media accounts. All required stakeholders will be notified accordingly in accordance with the School Organisation Code (2026).
5. Crime and Disorder	No implications are anticipated.

Appendix D – Response Form

Carmarthenshire County Council is consulting on the proposal:

- to discontinue Ysgol Pontiets effective from 31st December 2027 with pupils to transfer to Ysgol Ponthenri.

The following response form allows you to comment on the proposal, the alternative options and to suggest other alternative options.

You can submit your views in favour of or against a proposal.

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

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1. Are you responding as a:

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

☐ Governor ☐ Staff

☐ Member of the community ☐ Community Council

☐ Other: Please specify _____

2. Do you support the proposal?

☐ Yes ☐ No

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

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

☐ Yes ☐ No

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

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

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

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

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

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

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

☐ Yes ☐ No

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

Thank you for completing the response form.

Completed response forms should be sent to:

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

or be emailed to MEPConsultations@carmarthenshire.gov.uk

Alternatively, you can complete this form online Snap Survey

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