

A report on

Ysgol Llanilar

**Llanilar
Aberystwyth
Ceredigion
SY23 4PA**

Date of inspection: June 2025

by

**Estyn, His Majesty's Inspectorate for
Education and Training in Wales**

This report is also available in Welsh

About Ysgol Llanilar

Name of provider	Ysgol Llanilar
Local authority	Ceredigion County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Welsh-medium
Type of school	Primary
Religious character	
Number of pupils on roll	110
Pupils of statutory school age	93
Number in nursery classes	*
Percentage of statutory school age pupils eligible for free school meals over a three-year <i>average</i> (<i>The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 22.9%</i>)	5.6%
Percentage of statutory school age pupils identified as having additional learning needs (a) (<i>The national percentage of pupils identified as having an additional learning need in the primary sector is 11.1%</i>)	6.5%
Percentage of statutory school age pupils who speak Welsh at home	47.3%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	November 2019

A report on Ysgol Llanilar
June 2025

Date of previous Estyn inspection (if applicable)	10/01/2017
Start date of inspection	09/06/2025

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from those observed during the inspection.

Further information is available from the Welsh Government My Local School website:
mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school

Summary

The headteacher's inspirational leadership, together with conscientious staff, fosters pupils' wellbeing, care and support extremely effectively. They know their pupils well and leaders have a sound understanding of the school's strengths and areas for improvement. The homely and inclusive feeling supports pupils to have positive attitudes towards their learning.

Almost all pupils behave well during their activities, when learning independently and when playing with their friends. Pupils make valuable use of the outdoor learning areas which contribute to their wellbeing and enthusiasm for learning.

Teachers ensure that the learning experiences engage and maintain pupils' interest successfully by providing them with useful support and feedback. They enable pupils to develop independence in their learning from an early age which includes choosing beneficial methods of presenting their work, choosing the challenge level of activities and raising awareness of the aspects that they need to develop in their work.

Most pupils develop a range of skills robustly in practical activities across the areas of learning which enrich their understanding of the themes well. However, there are few opportunities for pupils to learn about the history of black and Asian people and diversity in society during learning activities.

Opportunities for pupils to influence the work of the school are a strength, which includes offering ideas and activities within the themes, and the effectiveness of 'Lleisiau Ilar' groups. The effect of their work includes influencing improvements in the local community and providing opportunities to influence pupils' wellbeing through fun-filled activities.

The headteacher and staff have a positive relationship and effective communication methods with parents, including parents of pupils with additional learning needs (ALN). Staff support pupils who need further help with their learning purposefully. As a result, most ALN pupils make strong progress during their time at the school.

The headteacher and staff take advantage of the expertise and support of members of the conscientious governing body who identify strengths and aspects for the school to develop thoroughly.

Recommendations

We have made one recommendation to help the school continue to improve

- R1 Provide opportunities for pupils to learn about the history of black, Asian and diversity in society during learning activities

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main evaluation

The school is a caring, inclusive and familial community that is rooted deeply in the local community. Staff build warm and constructive relationships with pupils and know them thoroughly.

Moral values, such as respect and courtesy, are promoted regularly as an integral part of the school's ethos. As a result, most pupils show positive attitudes towards their learning and respect for each other. They are happy and feel safe at school, and parents appreciate the care and rich experiences that are provided by staff for their children.

The headteacher's inspirational leadership sets a clear strategic direction for the school's development and creates a culture that promotes continuous improvement. She articulates her vision clearly and conveys it to staff, pupils, governors, parents and the wider community successfully. She has high expectations of herself, staff and pupils. The Welsh ethos permeates all the school's activities. There is highly effective teamwork and staff demonstrate professional attitudes and behaviours that set a positive example for pupils.

Staff provide an exciting curriculum that covers the areas of learning effectively. They include pupils' ideas purposefully when planning learning activities which engage and maintain pupils' interest and ownership of themes. For example, pupils choose a suitable digital medium to introduce the legend of Cantre'r Gwaelod to others in a proactive way.

A clear strength of the school's work is its role within its wider community. Pupils play a key role as part of these arrangements, such as when they meet with the local councillors to discuss issues that are important to them in the village. As a result, rich experiences contribute extremely successfully to developing pupils as mature and conscientious citizens who show care and respect for their environment.

As part of the stimulating learning environment, the learning areas include engaging activities that contribute effectively to the development of pupils' communication, social and practical skills. The outdoor areas include a range of purposeful equipment that supports the pupils to develop their wellbeing and positive attitudes towards their learning, and their physical skills.

Most pupils develop a range of skills across the areas of learning well. They listen attentively to adults' instructions and each other's contributions. Most pupils' oral and reading skills develop effectively in a valuable range of activities. Staff provide exciting opportunities for pupils to develop their literacy skills, which includes writing a piece to persuade families to let their children flee to the countryside during the Second World War. As pupils move through the school, the number skills of most develop robustly. For

example, beneficial opportunities are provided for the youngest pupils to produce an animal sorting graph and for the older pupils to measure the ingredients of wartime recipes.

From a young age, most pupils' digital skills develop extremely effectively. They use these skills successfully to research and support their learning in a rich range of learning experiences regularly. There are purposeful opportunities for them to develop their creative skills, which include creating graffiti as part of the environmental art theme and performing a dance to accompany the theme of Cantre'r Gwaelod.

Spotlight 1: Effective teaching that promotes pupils' independence

Staff provide valuable opportunities for pupils to undertake their activities independently. This has a positive effect on pupils' skills as they cooperate and develop their ideas jointly. Progression in pupils' development to learn independently from a young age is a strength. Pupils choose the level of challenge of activities confidently and explain the reason for their decision maturely. They persevere and look for another method to succeed when they face difficulties. As a result, most make sound progress in developing their skills.

Staff use a range of purposeful teaching methods which support pupils to identify their strengths and areas that need to be improved within their learning. In doing so, they use the information effectively to determine pupils' next learning steps. Pupils' progress is evaluated regularly which enables them to identify the next steps in their learning confidently.

Provision for pupils with ALN is effective and inclusive. By working closely with parents and external partnerships, staff adapt the support to promote pupils' wellbeing and personal development effectively. Support programmes are tailored purposefully to support pupils; information on pupils' progress is thorough and useful and is a flexible means of supporting pupils. The support fosters independence and supports pupils' progress successfully.

Spotlight 2: Pupils' effective influence on the school's life and work

Pupils' influence on a range of aspects of the school is an obvious strength and is embedded over time. Pupils are active in leading joint worship sessions and undertaking health and wellbeing activities with their peers across the school. From a young age, they lead the learning by offering ideas for learning themes and activities. In the best practice, the activities that follow the theme of 'Trafferthion Llanilar' have a positive effect on the lives of the local area's residents.

The 'Lleisiau Ilar' pupil groups, meet conscientiously and influence the lives of all pupils at the school skilfully. The commitment of members of the 'Ffit Ilar' group to lead the

'Champions' mindfulness sessions and vision to establish a sensory garden for pupils' benefit are good examples of their work.

Staff provide a wide range of opportunities for pupils to improve their physical and creative skills in fun and engaging activities. This includes providing opportunities for pupils to take part in a range of physical activities in school, in the community and in sports competitions. Staff raise pupils' awareness of the history of black and Asian people and diverse people and families in society in joint beneficial sessions. However, there are few opportunities for pupils to study these aspects during their learning activities.

Governors are supportive of the school's work. They know the school and the community it serves well. They develop their thorough understanding of the school's activities by visiting regularly and discussing work alongside teachers and pupils. As a result, they have sound knowledge of the school's strengths and the areas for development.

Leaders have a thorough understanding of the school's improvement journey. Staff make effective use of evidence on the quality of teaching and curricular experiences to consider pupils' progress. The self-evaluation arrangements consider the views and suggestions of pupils and parents on aspects of the school's life and work. Leaders make effective use of the findings to set suitable priorities for improving provision and raising standards over time.

The headteacher has created a positive culture to provide purposeful professional learning opportunities for staff, which in turn, has a positive effect on pupils' wellbeing and learning. There are regular opportunities for teachers to discuss effective practices with staff at other schools successfully, which provides valuable opportunities for them to share their beneficial experiences with other colleagues.

The school has a consistent and positive working relationship with parents. Parents are confident that they are able to contact staff to discuss their children's wellbeing and education, as appropriate. They are certain that the school's motto, Gwneud eich gorau, sydd orau bob tro', has a direct influence on their children's development.

Additional information

The school's arrangements for safeguarding pupils are not a cause for concern.

The school's arrangements for the management of the site are not a cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's funding appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers questionnaires and pupil questionnaires and consider the views of teachers, staff and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of lessons, including learning support groups and the specialist resource base (where appropriate), and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report refers to different quantities and proportions, e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website
(<http://www.estyn.gov.wales>)

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website:

<http://www.estyn.gov.wales/>

This document has been translated by Trosol (Welsh to English).