

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Ysgol Gynradd Llanilar  
Llanilar  
Aberystwyth**

**School Number: 667-2311**

**Date of Inspection: 4-6 October 2004**

**by**

**Mr D Gwynfor Evans  
W005/15682**

**Date: 6 December 2004**

**Under Estyn contract number: T/32/04P**

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Ysgol Gynradd Llanilar was inspected as part of a national programme of school inspection. The purpose of the Report is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The process of inspecting all schools within a six-year cycle is also designed to give parents more information about their child's school.

An inspection of Ysgol Gynradd Llanilar was held between 4-6 October 2004. It was conducted by an independent team of three inspectors, led by Mr D Gwynfor Evans. The inspection was commissioned by Estyn, a statutory body independent of the National Assembly of Wales but by whom it is financed.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

- Grade 1**     good with outstanding features
- Grade 2**     good features and no important shortcomings
- Grade 3**     good features outweigh shortcomings
- Grade 4**     some good features, but shortcomings in important areas
- Grade 5**     many important shortcomings

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory school age to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) is applied to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 is applied to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the student year group who attain the age of 18 during the academic year.

Primary stage:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Age	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary stage:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Age	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum consists of four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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## **Context**

### **The nature of the provider**

Ysgol Gynradd Llanilar is situated in the village and serves the village and the surrounding agricultural area. According to the school, the pupils come from a background that is neither prosperous nor economically disadvantaged. There are no pupils entitled to free school meals which is considerably lower than the local education authority (LEA) average (11 per cent) and the Welsh average (19 per cent).

Presently, there are 79 pupils on roll between four and 11 years of age. At the time of the last inspection in 1999, there were 59 pupils on roll. Almost every pupil has received pre-school education. Approximately 25 per cent have special educational needs (SEN), including two with statements of SEN.

Welsh is the main language of the school and although only 22 per cent of pupils come from Welsh speaking homes, the school states that 95 per cent of them speak Welsh as a first language or to an equivalent standard. Pupils who are admitted to the school without a knowledge of Welsh are given the opportunity to attend a language centre in order to master the language quickly.

The school aims to “provide a supportive community within a happy environment, where everyone is stimulated and challenged to fulfil their potential”. It also believes that “the emphasis it places on quality and high standards, in work and behaviour, provides their children with a positive attitude towards life and a firm base on which to base their learning in future”.

### **The school’s priorities and targets**

In the school development plan (SDP) for 2004-2005, the following priorities are listed:

- Creating a website for the school;
- Developing the use of information technology;
- Developing extra-curricular activities for pupils;
- Looking at the condition of the school building;
- Developing the provision for the under-fives;
- Assessing foundation subjects; and
- Gaining an ‘Investor in People’ award.

## Summary

### Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	3
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	2

### Standards

#### Early Years Subjects and Areas of Learning

Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 3
English	Not Applicable	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 3	Grade 3
Geography	Grade 3	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 3	Grade 3
Religious education	Grade 2	Grade 2

Pupils of all ages achieve grade 2 in listening and reading. They listen consistently and respond appropriately to instructions and questions. They read accurately and

with expression. Standards of speaking and writing are good in English in KS2 and grade 3 in both key stages in Welsh.

Pupils achieve grade 2 in numeracy. They make good use of their numeracy skills to measure and count accurately when undertaking work in a variety of subjects.

Although pupils make increasing use of information and communications technology (ICT) to support their learning, standards are variable and the use made of ICT resources across classes is uneven. The standards are grade 3.

Pupils' standards of bilingualism have improved since the last inspection. Pupils become more confident to speak, read and write in both languages and a minority demonstrate effective dual linguistic skills. In general, pupils' communication skills are more sound in English than in Welsh and the school's standards of bilingualism are grade 3.

When compared with similar schools, pupils' performance in Key Stage 1 (KS1) in the core subject indicator is lower than the average, but in Key Stage 2 (KS2) it is much higher than the average. There are no substantial differences in the performance of boys and girls in the core subjects in both key stages.

Pupils' attitudes towards learning, the interest they show in their work and their ability to concentrate are good. Overall, they work diligently at their tasks and they take pride in the way they present their work. In general, pupils do not take sufficient responsibility for their own learning by working independently and finding information from various sources.

Pupils' behaviour and attitudes in classrooms and around the school are good, and are a strength of the school and have a positive effect on the teaching and the life of the school in general. Pupils are friendly and courteous towards each other, the staff and visitors to the school and there is a good relationship between them and the staff. Pupils are aware of the school's expectations and its rules and adhere to them.

### **The quality of education and training**

In the lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	73%	27%	0%	0%

The percentage of good lessons is considerably higher than the Welsh average. This is an improvement since the last inspection.

Where teaching consistently reaches grade 2, planning is good and clear learning objectives are shared with pupils. Good questioning encourages pupils to think and consider before offering answers. Where there are shortcomings, presentations are too long and pupils are not given sufficient opportunities to work independently and to come to conclusions and findings through personal research.

Teachers' planning in the medium and short term is detailed and comprehensive. There is appropriate planning for the under-fives across the six areas of learning. The development of key skills across the curriculum is grade 3. There is no whole-school policy to ensure a consistent approach and the skills are not included in teachers' short term planning.

In general, appropriate use is made of assessment to inform planning and identify what pupils need to do to improve their work. In the core subjects, the information is used to promote higher standards but there is no similar scheme for assessing pupils' progress and achievement in the foundation subjects. This is a priority in the SDP. A start has been made on the work of creating subject portfolios. They include samples of levelled work but samples of analytical comments and guidance on the way forward are limited.

The school ensures that pupils have equal access to a broad and balanced curriculum. Planning and provision for early years education is good. Good quality policies and schemes of work for every subject in the long, medium and short term ensure balance, flexibility and continuity across the curriculum.

Pupils' spiritual, moral, social and cultural development is promoted well through the variety of learning experiences offered to pupils. Collective worship contributes well to pupils' spiritual and moral development. Learners' experiences are extended and enriched through a wide range of extra-curricular activities during the lunch hour and outside normal hours, and off the site.

The provision for pupils with SEN is good. Pupils who need support are identified at an early stage and teachers and support staff work together well to ensure continuous support. It is ensured that pupils with SEN are fully included in the life of the school.

Links with parents, the community and other schools are effective. Parents are very supportive and contribute in various ways to the life and work of the school.

The partnerships with local industry have enabled pupils to gain a better understanding of the importance of sustainable development. The school has been awarded the green flag as an Eco-School and acting in a sustainable manner comes naturally to pupils.

The school has policies for health and safety and child protection and they are effectively implemented. Risk assessments are held regularly.

### **Leadership and management**

The school has clear aims and values which are familiar to pupils, staff, governors and parents. The headteacher has introduced a number of important initiatives since his appointment in April 2002; he provides very good leadership for the school.

School practices promote equal opportunity and there is a good relationship and an atmosphere of happy co-operation across the school.

Governors have good knowledge of the school's needs and members are committed to ensuring the best possible provision for each pupil. They contribute effectively to setting a strategic direction for the school, in particular in matters relating to finance and buildings.

The school's self-evaluation report is concise and clear. It identifies strengths and areas where improvements are needed. The headteacher and co-ordinators have started the process of monitoring the quality of the provision and preparing reports for presentation to the governors. The comments do not detail the teaching and pupils' standards of achievement sufficiently nor do they set sufficiently specific targets for further improvement.

The school has made good progress in all the key issues identified in the last report.

The general provision in relation to staffing, accommodation and resources is good. Pupils are supported by qualified and committed staff who are effectively deployed. Since the last inspection, a number of improvements have been made to the school buildings and the school buildings and grounds are by now in good condition.

All the school's resources are efficiently managed. Expenditure decisions correspond with the school's priorities. Overall, the school ensures good value for money.

## **Recommendations**

In order to improve the school in the areas inspected, the staff and governing body need to:

1. address the shortcomings identified in subjects and areas of learning particularly where pupils' standards of achievement are stated as grade 3;
2. further develop the school assessment system by:
  - ensuring effective methods of assessing pupils' achievements in the foundation subjects;
  - promoting pupils' understanding of their strengths and weaknesses and what they need to do to improve;
3. plan in more detail for promoting learners' key skills including their bilingual skills;
4. strengthen the self-evaluation procedures by detailing the quality of teaching and pupils' standards of achievement across subjects.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key question 1: How well do learners achieve?

#### Grade 2 : Good features and no important shortcomings

- Overall, the findings of the inspection team differ from the grade 3 judgement formed by the school in the self-evaluation report.
- During the inspection, pupils' overall standards of achievement in the lessons observed were as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	0%	73%	27%	0%	0%

- The overall quality of the educational provision for the under-fives is appropriate to their needs, and children make good progress towards the Desirable Outcomes. These are the standards of the under-fives:

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

- In KS1 and KS2, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 3
English	Not Applicable	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 3	Grade 3
Geography	Grade 3	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 3	Grade 3
Religious education	Grade 2	Grade 2

- Pupils with SEN make good progress and, overall, they achieve the targets set for them.
- Pupils of all ages achieve grade 2 in listening and reading. They listen consistently and respond appropriately to instructions and questions. They read accurately with expression. Standards of speaking and writing are grade 2 in English in KS2 and grade 3 in both key stages in Welsh.
- Pupils achieve grade 2 in numeracy. They make good use of their numeracy skills to measure and count accurately when undertaking work in a variety of subjects.

8. Although pupils make increasing use of ICT to support their learning, standards are variable and the use made of ICT resources across classes is uneven. The standards are grade 3.
9. Pupils' standards of bilingualism have improved since the last inspection. Pupils become more confident to speak, read and write in both languages and a minority demonstrate effective dual linguistic skills. In general, pupils' communication skills are more sound in English than in Welsh and the school's standards of bilingualism are grade 3.
10. In 2004 at the end of KS1, pupils' performance in the National Curriculum (NC) core subjects of Welsh, mathematics and science according to teacher assessment was lower than national averages. There are no substantial differences in the performance of boys and girls.
11. In KS2 in 2004, the percentage of pupils who achieved the requirements of the core subject indicator was much higher than the national average. The results, according to benchmarking evidence, were higher than the median in English, mathematics and science and slightly lower than the median in Welsh when compared with similar schools in Wales. There are no substantial differences in the performance of boys and girls, although boys tend to do better than girls in all subjects with the exception of Welsh.
12. Pupils' attitudes towards learning, the interest they show in their work and their ability to concentrate are good. Overall, they work diligently at their tasks and they take pride in the way they present their work. In general, pupils do not take sufficient responsibility for their own learning by working independently and finding information from various sources.
13. Overall, the majority of pupils make good progress in acquiring new skills, understanding and knowledge. This is reflected in the progress made by those who are late arrivals to the school and for whom Welsh is a second language.
14. In some classes, pupils have begun to identify some aspects of their work that they need to improve but in general pupils do not have sufficient awareness and understanding of their strengths and weaknesses and what they need to do to achieve higher standards.
15. Pupils' behaviour and attitudes in classrooms and around the school are good, and are a strength of the school and have a positive effect on the teaching and the life of the school in general. School life is based on respect, trust and an awareness of the needs of others and pupils follow the example of teachers' in this respect. They are friendly and courteous towards each other, the staff and visitors to the school and there is a good relationship between them and the staff. Pupils are aware of the school's expectations and its rules and adhere to them; they are rewarded for good behaviour in a special service on Fridays. The school has not had occasion to suspend any pupils from the school and no instances of aggressive behaviour or bullying were witnessed during the inspection; there are appropriate procedures for dealing with any instances that may arise.
16. Over the last three terms, average attendance was 94.7 per cent without a single case of unauthorised absence. Boys' attendance is consistently higher than that of the girls. Sickiness, along with parents withdrawing their children from school to go on holiday, contributes to the fall in the average in the summer term. Parents are aware of their responsibility in relation to attendance and punctuality and they

inform the school in any case of absence. The vast majority of pupils arrive at school punctually and the school day and lessons begin on time. Registers are neatly kept and they are monitored regularly by the headteacher; they meet the statutory requirements of circular 3/99.

## The quality of education and training

### Key question 2: How effective are teaching, training and assessment?

#### Grade 3 : Good features outweigh shortcomings

17. The findings of the inspection team match the judgement formed by the school in the self-evaluation report.

18. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	73%	27%	0%	0%

19. The majority of lessons across the school are well planned and clear learning objectives are shared with pupils. Good questioning encourages pupils to think and consider before offering answers.

20. Teachers succeed in creating a purposeful learning atmosphere and relationships within classes are very good.

21. Where there are shortcomings, presentations are too long and pupils are not given sufficient opportunities to work independently and to come to conclusions and findings through personal research.

22. Teachers use a range of techniques to extend pupils' bilingual skills, particularly oral skills in the early years. In KS1 and KS2, good attention was given to developing pupils' listening and reading skills but, in general, the structure of lessons does not give sufficient attention to developing dual literacy, particularly the speaking and writing skills.

23. Teachers' planning in the medium and short term is detailed and comprehensive. There is appropriate planning for the under-fives across the six areas of learning. The teaching and learning are given clear objectives. There are schemes of work for every subject and the schemes are reviewed from year to year.

24. Subject leaders have full responsibility for developments in their area. Overall, their subject knowledge is good. They use an appropriate range of teaching strategies and resources, which sustain pupils' interest and ensure that there are equal opportunities for all.

25. In general, the use made of assessment to inform planning and to identify what pupils need to do to improve their work is satisfactory.

26. The procedures for identifying and assessing pupils with SEN conform with the statutory requirements.

27. Pupils' work is marked in a conscientious manner, and in the best practice, there are purposeful comments on pupils' books which encourage them to improve their work.

28. There is good practice within some classes, of getting pupils to self-evaluate and set improvement targets. However, this practice is uneven across the school.
29. Recently, the school adopted a new comprehensive system for assessing pupils' progress over a period of time. There are assessment record books which facilitate the transfer process. Pupils' progress and achievement in the core subjects is assessed each term and in the foundation subjects each year. This process consists of using results from a range of national tests and some moderated tests. In the core subjects, the information is used to promote higher standards but there is no similar scheme for assessing progress and achievement in the foundation subjects. This is a priority in the SDP.
30. Teachers share information about pupils' progress before they move to the next class. Pupils are grouped into higher, middle and lower bands to facilitate the way forward. Pupils who are on the SEN register have their own detailed records.
31. A start has been made on the work of creating subject portfolios. They include samples of levelled work but the samples of analytical comments and guidance on the way forward are limited.
32. The annual reports to parents give a good summary of pupils' progress and achievements; they conform with the statutory requirements.

**Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

<b>Grade 2 : Good features and no important shortcomings</b>
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33. The findings of the inspection team match the school's judgement in the self-evaluation report.
34. The school ensures that pupils have equal access to a broad and balanced curriculum. Planning and provision for early years education is good. Good quality policies and schemes of work for every subject in the long, medium, and short term ensure balance, flexibility and continuity across the curriculum.
35. The additional needs of all pupils are supported effectively. The support given by assistants to pupils with special needs and others who need additional support in class and in the withdrawal sessions, are strong features in the school's provision. As a result most pupils make good progress in their learning.
36. Overall, the development of key skills across the curriculum is grade 3. There is no whole-school policy to ensure a consistent approach and the skills are not included in teachers' short term planning.
37. The school has a clear policy on equal opportunities. Learners' experiences are extended and enriched through a wide range of extra-curricular activities during the lunch hour and outside normal hours and off the site. Every pupil is given the same opportunities irrespective of their background, sex or disability.
38. Spiritual, moral, social and cultural development is promoted well through the variety of learning experiences offered to pupils. Pupils' personal and social attitudes are effectively developed through activities such as the School Council and the Secret Circle. As a result, pupils have a clear sense of ownership and responsibility towards each other and their environment. Pupils' moral and

spiritual development is promoted in lessons, collective worship and in the general life of the school. In collective worship, appropriate opportunities are afforded for quiet reflection and in the religious education lessons, there is an insight into some of the other main religions of the world.

39. The school has a good relationship with parents. They support the school enthusiastically with the vast majority of the questionnaires returned stating that they are at least satisfied with their children's standard of work and the values promoted by the school. The Parent-Teacher Association raises good sums of money to support the work of the school. Parents are very satisfied with the information they receive from the school through letters, meetings and reports; the School Handbook is comprehensive and meets the statutory requirements. Some of the parents run football and hockey clubs for pupils on the school fields on Saturdays. The Home/School Agreement has been signed by every parent.
40. There are close links between the school and the community, at whose heart it is. The community is invited to join in St David's Day, Thanksgiving and Christmas celebrations and there are very good links with the elderly people of the village. Pupils raise money for charities such as the NSPCC, the Poppy Appeal and the elderly each year. A variety of people from the community visit the school to talk to pupils about their work and experiences, this enriches their education. Pupils gain valuable experiences when visiting Kingswood, Llain and Castell Henllys and taking part in Pumlumon Countryside Festival.
41. There are strong links with the nursery school, which shares the same site as the school, and with the local secondary schools. Pupils communicate by letter and e-mail with other primary schools in Wales. The school has an agreement to take prospective teachers from Aberystwyth University and trainee nursery assistants from Coleg Ceredigion on work experience.
42. The partnerships with local industry have enabled pupils to gain a better understanding of the importance of sustainable development. The school has been awarded the green flag as an Eco-School and acting in a sustainable manner comes naturally to pupils. Pupils in Y5 and Y6 are members of the Eco Committee and share the information with the rest of the pupils. They are all aware of the need to recycle and there are appropriate bins in each class; pupils also make their own compost and have planned and care for the garden created in the school grounds with the assistance of Nanteos Forestry Company, and make nest boxes in the Creation Club. Some teachers have been on short placements in the workplace through Careers Wales and one of the placements has led to good links with Powergen.

#### **Key question 4: How well are learners cared for, guided and supported?**

<b>Grade 2 : Good features and no important shortcomings</b>
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43. The inspection team disagrees with the grade 3 judgement made by the school in the self-evaluation report.
44. The school succeeds in its aim of "providing a supportive community within a happy environment, where everyone is stimulated and challenged to fulfil their potential". Pupils feel happy and safe in school.

45. The provision for children with SEN is good. Pupils who need support are identified at an early stage and teachers and support staff work together well to ensure continuous support. It is ensured that pupils with SEN are fully included in the life of the school.
46. Parents work closely with teachers to satisfy their children's needs and with monitoring their children's progress as well. Pupils' progress is carefully tracked and pupils are given additional support according to their needs.
47. Additional support is provided to meet individual needs including the needs of learners with physical and learning disabilities. Every pupil is given an equal opportunity to take part in school activities. For example, boys and girls are given equal opportunities to extend their experiences in after-school activities, such as playing hockey.
48. The induction programmes for reception class children are very good. Parents are able to share their children's first experiences in school and receive guidelines on how they can help their children with homework. There are good procedures to enable pupils to settle down easily in school. There is much in-migration to the area and pupils who are recent arrivals at the school have settled well with their contemporaries within the school.
49. Staff are concerned for the pupils in their care and there is a very good relationship between them. The school has policies for health and safety and child protection and they are effectively implemented to promote pupils' healthy development through themes. The headteacher is the designated person for child protection. The nurse comes to the school to talk with Y6 pupils about sex education and drugs. Procedures are in place to care for pupils who are unwell or have had an accident, and also to record accidents and to inform parents. Two members of staff have First Aid certificates. Regular risk assessments are made by the headteacher with the assistance of one of the governors. Punctuality and attendance are well monitored and early and appropriate action is taken according to need.
50. Equal opportunities are given to pupils of all backgrounds and sex. The school promotes a good interrelationship between races and respects diversity across all areas of activity.

## **Leadership and Management**

### **Key question 5: How effective are leadership and strategic management?**

#### **Grade 2 : Good features and no important shortcomings**

51. The findings of the inspection team match the judgement formed by the school in the self-evaluation report.
52. The school has clear aims and values which are familiar to pupils, staff, governors and parents. The headteacher has introduced a number of important initiatives since his appointment in April 2002; he provides very good leadership for the school. A deputy head has recently been appointed to the school and she has already effectively undertaken whole-school duties such as developing the School Council. School practices promote equal opportunities and there is a happy relationship and an atmosphere of happy co-operation across the school.

53. The school has responded very positively to national priorities. The school's success in gaining the Eco-School gold medal is evidence of its commitment to sustainable development. The establishment of a School Council affords pupils the opportunity to contribute to the decisions that effect them and contributes to their understanding of citizenship.
54. The school has an appropriate method of setting whole-school targets. Realistic priorities have also been set in the SDP. A wide range of whole-school policies have been formulated and they are consistently implemented. This has a positive effect on staff and pupils.
55. The school's performance management plan works effectively. Staff training needs are regularly examined and this promotes continuous professional development and contributes to improving the quality of the educational provision.
56. Governors have good knowledge of the school's needs and members are committed to ensuring the best possible provision for each pupil. They contribute effectively to setting a strategic direction for the school particularly in matters relating to finance and buildings. They have started the process of monitoring the quality of the provision through regular visits and linking individual members with co-ordinators in the school. The process has not developed sufficiently at present to gain a fuller picture of the standards pupils achieve.

**Key question 6: How well do leaders and managers evaluate and improve quality and standards?**

<b>Grade 3 : Good features outweigh shortcomings</b>
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57. The findings of the inspection team match the judgement formed by the school in the self-evaluation report.
58. There is a clear commitment amongst the headteacher, staff and governors to improve the quality of the educational provision for every pupil and to improve standards.
59. A self-evaluation programme has been planned which identifies the aspects and subjects and areas of learning it is intended to address over a period of three years. Although the school has only fairly recently set about implementing the programme, the findings already influence the priorities set in the SDP. The governors have started to contribute to the process of monitoring the work of the school. The attention given specifically to Welsh, mathematics and ICT have led to a measurable improvement in standards.
60. The school's self-evaluation report is concise and clear. It identifies strengths and areas where improvements are needed. Overall, the inspection team agreed with the school's judgements in five of the seven key questions. The headteacher and co-ordinators have started the process of monitoring the quality of the provision and preparing reports for presentation to the governors. The reports do not detail pupils' standards of achievement sufficiently nor do they set sufficiently specific targets for further improvement.

61. A self-evaluation has not been made of the standards in the key skills or of pupils' bilingual standards. There are no comments on the quality of the teaching in the school's self-evaluation report.
62. The SDP is an effective planning document which clearly identifies the school's priorities. The plans have been costed and include timetables and success criteria.
63. The school makes a detailed analysis of pupils' test results including any differences in the performance of boys and girls. Effective use is also made of comparative local, county and national data.
64. The school has made good progress in all the key issues identified in the last report.

### **Key question 7: How efficient are leaders and managers in using resources?**

<b>Grade 2 : Good features and no important shortcomings</b>
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65. The findings of the inspection team match the judgement formed by the school in the self-evaluation report.
66. The school is well staffed for its needs. Teachers have appropriate qualifications and good use is made of specialist staff who visit the school to support some areas.
67. The assistants provide support of a high quality to pupils with SEN, as well as to other pupils who need additional support.
68. The school administrators fulfil their duties effectively and efficiently.
69. The in-service training programme has been well organized and all members of the school staff are given an opportunity to develop professionally according to the school's priorities and individual professional development.
70. Since the last inspection, a number of improvements have been made to the school buildings and the school buildings and grounds are by now in good condition. The governing body undertakes regular risk assessments and identifies what needs to be done in order to secure further improvements. Classrooms are of a good size and are appropriate for the number on roll with colourful displays of pupils' work on the walls. There is a safe outdoor enclosed play area for the under-fives and there is sufficient play space on a hard surface and on grass around the school for the rest of the pupils. The school is kept tidy with plenty of space to store materials and equipment. There is no one-purpose hall for services, lunch nor physical education and use is made of classrooms for these activities.
71. Overall, the available resources are sufficient and are effectively and efficiently used to support learning. Specific investment has been made recently in a range of materials particularly in ITC, mathematics and Welsh. The use made of resources in the local community and the range of educational visits and visitors to the school supports pupils' learning very well.

72. All budgetary matters are effectively organized and managed. Expenditure decisions correspond with the school's priorities. Overall, the school ensures good value for money.

## **Standards achieved in Subjects and Areas of Learning**

### **The Under-fives**

#### **Grade 2 : Good features and no important shortcomings**

##### **Good features**

The educational provision for the under-fives is appropriate and promotes the desirable outcomes for children's learning well. The standards achieved by reception children are good across the six areas of learning.

Children benefit from a broad and balanced curriculum which is based on the principles of early years education as identified in the "Desirable Outcomes for Children's Education prior to compulsory Education age" (ACCAC) [The Qualifications, Curriculum and Assessment Authority for Wales].

Welsh is the medium of learning and every child is given an opportunity to develop bilingual skills. Reception children make good progress in language. They listen well to stories expressing opinion confidently. They know many Welsh nursery rhymes which they sing tunefully.

The reading skills of older children develop well; individuals gain enjoyment from reading. Children in the younger groups make good use of pre-reading activities.

Children can count to ten and use mathematical language which corresponds to their age and ability. They are able to sort, match and order objects and identify simple shapes.

The good partnership which exists between parents and the school promotes the children's development. Regular records are kept in monitoring each child's progress within the curriculum. The teacher in the reception class monitors children's strengths and weaknesses using assessment to plan a future education programme that will benefit the children.

The learning environment is orderly and stimulates effective learning. Children are given the opportunity to develop into active and independent learners. They make good progress towards the desirable outcomes in their creative and physical development and in their understanding and awareness of the world.

Children co-operate happily and demonstrate developing self-control. The class assistant enriches the children's experiences considerably.

##### **Shortcomings**

There are no significant shortcomings.

## Welsh

### **Grade 3 : Good features outweigh shortcomings**

#### **Good features**

In KS1, pupils listen well to teachers' presentations and they show increasing understanding of the spoken and written language. They respond appropriately to questions relating to their experiences and the most able offer some comments spontaneously.

Standards of reading are good. More able KS1 pupils read meaningfully and are able to discuss simply what they have read. All pupils use their decoding skills effectively to read unfamiliar words.

Pupils in KS1 achieve satisfactory standards in their writing. They write for different purposes and a minority in Y2 can spell and punctuate very accurately.

Pupils in KS2 listen attentively and contribute well to class discussions. By Y5 and Y6, they develop their confidence to express opinion and to contribute to group and class discussions.

The majority of KS2 pupils show positive attitudes towards reading and they achieve good standards. They read a variety of texts meaningfully and their reviews show that they have a good understanding of what they read.

Pupils in KS2 write in a variety of forms for different purposes and audiences. The most able use correct spellings and punctuation in the main and they have a good grasp of syntax and idioms.

#### **Shortcomings**

There are a minority of pupils in KS1 who do not speak with increasing confidence and accuracy and the ability of a number of pupils in KS2 to respond orally to texts which are increasingly complex is limited.

There are shortcomings in relation to content, accuracy and expression in the written work of a minority of KS1 and KS2 pupils.

## English

### **Grade 2 : Good features and no important shortcomings**

#### **Good features**

Overall, the standards achieved by pupils are good in oral work, reading and writing. Pupils respond to their tasks in a manner which is appropriate to their age and ability.

Pupils listen well and understand a wide range of language. They respond appropriately to instructions and can express themselves for different purposes with accuracy. They listen with interest, and contribute purposefully to class discussions and within group activities.

Standards of reading are good across the ability range and pupils show positive attitudes towards reading. The majority can read aloud meaningfully.

All pupils read factual texts, from printed and electronic sources. They use their reading skills intelligently within subjects, such as in geography.

By Y5 and Y6 pupils have developed good writing skills. They write interestingly in a variety of forms for different purposes. Their written work includes formal letters, stories, poems and descriptive pieces.

More able pupils use a number of sentence patterns in cohesive paragraphs. They make correct use of verbs, adjectives and comparisons.

Progress is seen in the work of medium and lower ability pupils as regards content and accuracy of expression. They take pride in their work and give of their best.

### **Shortcomings**

Joined-up writing is not well developed among a significant number of pupils.

## **Mathematics**

### **Grade 2 : Good features and no important shortcomings**

#### **Good features**

In KS1, pupils display a firm grasp of basic number processes. They can undertake simple calculation work with appropriate accuracy. Their understanding of number value and shape is developing consistently. Pupils benefit from “come and think” activities as a whole class and from practical work within smaller groups.

The written calculation work of the vast majority of pupils in KS2 is accurate. There is evidence of interesting practical work relating to fractions. They show a good awareness of equal fractions and their relationship to decimals and percentages. Older pupils in KS2 recognise two and three-dimensional shapes very well. They talk confidently about their properties.

They respond well to a range of mental work, using the interactive whiteboard in Y5 and Y6 to reinforce related concepts. Key Stage 2 pupils can recall multiplication facts well. Older pupils are able to calculate, adding and subtracting to two decimal points when handling numbers. The more able pupils can explain their calculation methods in detail.

Pupils use computer programs to refine number skills and to reinforce concepts across KS1 and KS2. The majority can work independently using the mathematical concepts they have to solve problems in new situations.

#### **Shortcomings**

Pupils’ skills in KS2 are not sufficiently developed when solving problems, data handling and using mathematical language.

## **Science**

### **Grade 2 : Good features and no important shortcomings**

#### **Good features**

Pupils in KS1 develop their investigative skills well. They co-operate effectively in groups when collecting evidence for their scientific investigation.

They measure accurately and record their work purposefully in chart and diagram form. They come to simple conclusions based on the evidence they have collected through their investigation.

Pupils in Y3 and Y4 have good knowledge of the requirements of healthy eating. They use the evidence that they have collected in their investigation into how to care for teeth to draw clear and definite conclusions.

They can name the main external parts of the body and know the function of the skeleton.

Pupils in Y5 and Y6 have good knowledge across the programme of study. They systematically plan a scientific experiment to discover the effect of physical exercise on the heartbeat rate. They come to reasonable conclusions after having analysed the results. They use scientific vocabulary accurately and have a good understanding of the conditions of a fair test.

In both key stages, pupils communicate their scientific ideas effectively through recording and using charts, graphs and diagrams. Field visits and activities related to the environment have a positive effect on learning and pupils' standards of achievement.

### **Shortcomings**

Pupils' scientific skills and understanding are not sufficiently extended through the use of ICT in lessons.

## **Design and technology**

### **Grade 2 : Good features and no important shortcomings**

#### **Good features**

Pupils benefit from detailed planning based on principles and objectives appropriate to the field of design and technology. They take advantage of a concise and comprehensive programme of study which is suitably linked to the thematic work across the curriculum. Pupils respond to their tasks in a manner which is appropriate to their age and ability and which builds on previous skills.

There are examples of varied work of good standard produced by pupils across the school. Pupils make a range of objects using a variety of materials, equipment and processes. Overall, they evaluate their work satisfactorily.

Pupils develop and improve various design and technology techniques by attending mid-day classes in the Arts Centre in Aberystwyth. This is reflected in the quality of the products.

A good number of pupils take advantage of a Creative Club after school to produce original designs and to make links with industry such as forestry. They make products of good quality from a range of materials and components which satisfy a clear need and which are suitable for their purpose.

#### **Shortcomings**

There are no obvious shortcomings.

## Information technology

### Grade 2 : Good features and no important shortcomings

#### Good features

Pupils in KS1 are confident when controlling the movements of the 'mouse' on the screen. With the support of teachers and class assistants, they can load, choose programs, print and save their work.

By Y2, they can feed simple data to form graphs and they make purposeful use of a word processing program. They also use programs to create various shapes and patterns. They use models to move objects on the screen in order to create different patterns.

Pupils in KS2 are able to open and close their personal files. They know how to save their work in their files. They can edit text by varying the fonts and the size of print and by copying, cutting and pasting. They use a simple database to store information, to check it before entering it and producing graphs.

Pupils in Y5 and Y6 make increasing use of ICT to produce, adapt, arrange and present ideas. They make increasing use of modelling and control systems and of using the interactive whiteboard.

They can download information onto data files and analyse and interpret it in the form of graphs. They can send and receive e-mail confidently. They find messages in folders and know how to attach an attachment to an e-mail file.

#### Shortcomings

In general, pupils do not make sufficient use of information technology to support their work across the curriculum.

## History

### Grade 3 : Good features outweigh shortcomings

#### Good features

In both key stages, pupils can increasingly identify specific periods in history and can compare them with the present.

Their knowledge and understanding of their local area is developed well through their studies, visits in the area and the various visitors who come to the school to share their experiences with pupils and to answer their questions.

Pupils in KS1 develop a basic awareness of chronology when discussing toys from different periods.

Pupils in Y3 and Y4 find information about life in the Victorian Age from a variety of sources. They use the information effectively to identify some of the differences between school life in that period and their own experiences.

Pupils in Y5 and Y6 come to know about living conditions in the Victorian Age through their study of the life of one family in the area in that period. They use the

information appropriately to record the differences between the living conditions of families in that period and the present.

Pupils in both key stages have a good knowledge of events and characters in Welsh history.

### **Shortcomings**

Pupils' historical enquiry skills in both key stages are underdeveloped. The range of historical sources they use to investigate topics and texts is limited.

Pupils ability to organize and communicate their knowledge and understanding in a sufficient variety of forms is underdeveloped.

## **Geography**

**KS1 Grade 3 : Good features outweigh shortcomings**

**KS2 Grade 2 : Good features and no important shortcomings**

### **Good features**

Pupils in KS1 attain satisfactory standards with some good aspects. They learn some geographical skills successfully through a variety of themes such as 'movement', 'buildings' and 'living things'.

Pupils develop their knowledge of the local area and are able to identify and name some physical and human features.

Pupils in both key stages take advantage of a wide range of extra-curricular experiences, such as a challenging and varied Eco programme. Recently, the school gained the Green Flag Gold Certificate for its work in relation to protecting the environment for the future. Pupils are aware of the importance of sustainable development and world-wide citizenship.

Pupils in KS2 benefit from detailed and comprehensive schemes of work. There is evidence of good work in Y6 where pupils have studied the Aberystwyth and Conwy areas describing the landscape, the settlement, the work and the buildings.

The geographical skills of KS2 pupils are effectively developed in field work and classroom activities. Pupils develop a good knowledge and understanding of countries which are developing economically, such as Botswana.

### **Shortcomings**

Pupils in KS1 do not develop their geographical research skills sufficiently by using a variety of sources including secondary sources and ICT to find and present information in various ways.

## **Art**

**Grade 2 : Good features and no important shortcomings**

### **Good features**

In KS1, pupils gain good experiences of working in a variety of mediums such as painting, drawing, collage work and printing. They can use a good range of materials,

equipment and processes effectively. Their control over a number of techniques develops well when they draw and paint from observations and from memory.

In KS2, pupils make a range of two-dimensional objects and images, using a variety of materials, equipment and processes. Pupils experiment confidently with visual effects, such as line, tone, colour, pattern and texture.

Pupils in KS2 are aware of the work of famous artists and a number of local artists have visited the school to work with pupils. They can emulate various styles by using a range of materials.

Pupils take advantage of regular visits to the Craft Centre in Aberystwyth. Pupils are given opportunities to participate in a number of workshops including screen printing, photography and pottery. These experiences enrich their creative development. They produce good quality work.

There are examples of colourful collage work exhibited and there is good printing work and drawing from memory. Pupils can discuss different art styles confidently and they take pride in their work.

### **Shortcomings**

There are no obvious shortcomings.

<b>Music</b>
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### **Grade 2 : Good features and no important shortcomings**

#### **Good features**

Overall the standards of singing, instrumental performances, composing and appraising music throughout KS1 and KS2 are good.

The majority of KS1 pupils demonstrate ability and accuracy, which is appropriate to their development. They perform confidently, with expression and sensitivity. At times, pupils display style and the mood of an occasion.

Pupils recognise the quality and dynamics of sound. They keep a beat well and listen well to others performing.

Pupils in KS1 and KS2 examine a range of sound sources and choose, combine, and arrange sounds effectively. They are creative in their compositions and perform with musical expression. Pupils appraise their own music and the music of others astutely.

The activities in the music lessons give good opportunities to develop social skills such as following the instructions of the conductor within a group. They respond well.

Pupils benefit from the instruction of several peripatetic teachers who come to the school to teach various instruments such as wind instruments, violin and guitar. They also benefit from visiting the Art Centre where music workshops are held. They achieve good standards.

There is a positive response to pupils' public performances and a number of pupils have contributed to the Ceredigion Choir and Orchestra.

#### **Shortcomings**

There are no significant shortcomings.

## Physical education

### Grade 3 : Good features outweigh shortcomings

#### Good features

Pupils in both key stages make effective use of the space available for warm-up exercises. They know that exercise is important to their welfare and health and the effect it can have on their bodies.

Overall, pupils across the school listen appropriately to teachers' instructions and they enjoy the experiences they receive.

The majority of KS1 pupils respond well when participating in a variety of activities which develop their throwing, catching, jumping and landing skills.

Pupils in KS2 increasingly develop and reinforce their skills to show control over passing and catching a ball. They work in pairs and groups to further foster their ability to control the ball. They join in a competitive game with enthusiasm.

There is evidence that pupils' skills are improved by being given the opportunity to take part in a good range of extra-curricular sporting activities.

#### Shortcomings

Pupils' ability to appraise their own performance and that of others and to offer suggestions for improvement is limited.

Overall, pupils' skills and bodily control have not been sufficiently developed to fulfil the requirements of the tasks which correspond to their age and ability.

## Religious education

### Grade 2 : Good features and no important shortcomings

#### Good features

Pupils in both key stages have a good knowledge of Bible stories. They can recall stories and repeat them in their own words.

They have a good understanding of the lessons relating to the parables and they succeed in applying them to their own circumstances.

They write sincere and thoughtful prayers; older pupils recite impromptu prayers.

Through their visits to the church, KS1 pupils indicate that they are familiar with the main areas such as the porch, altar and font.

Pupils in Y3 and Y4 can relate some of the religious rules to their own daily lives well. They record their work effectively in variety of forms.

Pupils in Y5 and Y6 develop the knowledge and skills which enable them to consider customs and methods of worship among people in other countries, such as in India.

#### Shortcomings

Overall, there is a lack of depth in pupils' understanding of world religions with the exception of Christianity.

## **The school's response to the inspection**

The school welcomes the report and we are already thinking of ways of addressing the recommendations in the report.

We appreciate that the inspectors found improvements in teaching and learning and in pupils' standards of achievement, particularly in Welsh where standards continue to improve.

We recognise the need to improve the use of key skills and include them in teachers' short-term plans. This will be included in the school development plan.

We appreciate that the inspectors recognised the hard work of all members of staff and we shall continue to work in order to maintain and raise standards in the school.

## Appendix A

### Basic information about the school

Name of school	Llanilar Community School
School type	Community
Age-range of pupils	4-11
Address of school	Llanilar Aberystwyth Ceredigion
Post-Code	SY23 4PA
Telephone Number	01974 241334

Headteacher	Mr Michael Carruthers
Date of appointment	April 2002
Chair of Governors	Mr Rowland Jones
Registered Inspector	Mr D Gwynfor Evans
Dates of inspection	4-6 October 2004

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	8	12	10	14	10	16	9	79

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.7
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1.05

Percentage attendance for three complete terms prior to the inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003	91.5	98.7	95.3	95.05
Spring 2004	94.9	95.4	94.9	95.09
Summer 2004	87.3	95.9	92.2	93.77

Percentage of pupils entitled to free school meals	0
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2		13			
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School	0	8	31	46	15	0
		National	1	2	11	64	23	0
Welsh: oracy	Teacher Assessment	School	0	7	31	54	8	0
		National	1	2	12	63	22	0
Welsh: reading	Teacher Assessment	School	0	8	31	38	23	0
		National	1	3	17	59	22	0
Welsh: writing	Teacher Assessment	School	0	8	31	46	15	0
		National	1	3	20	65	11	0
Mathematics	Teacher Assessment	School	0	0	3	8	2	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	23	69	8	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	62	In Wales	79

D Pupils who have been disapplied from the statutory arrangements  
W Pupils working towards level 1

### End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004			Number of pupils in Y6		10							
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	0	56	44	0
		National	0	0	0	0	0	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	0	0	44	56	0
		National	1	1	2	0	0	6	14	41	33	0
Welsh	Teacher Assessment	School	0	0	0	0	0	22	0	33	44	0
		National	1	0	0	1	0	4	18	51	25	0
	Test/Task	School	0	0	0	0	0	0	22	33	45	0
		National	1	2	0	0	0	3	19	51	21	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	11	67	22	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	0	0	78	22	0
		National	0	2	1	0	0	4	18	41	34	0
Science	Teacher Assessment	School	0	0	0	0	0	0	0	78	22	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	11	67	22	0
		National	1	2	0	0	0	1	10	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	90	In the school	89
In Wales	71	In Wales	71

D	Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A	Pupils who have failed to register a level because of absence
F	Pupils who have failed to register a level for reasons other than absence
W	Pupils who are working towards level 1

## Appendix D

### Evidence base of the inspection

- The school was inspected by a team of three inspectors over a period of three days.
- The headteacher was the nominee.
- Thirty-eight lessons or parts of lessons, as well as a selection of pupils' practical and written work, were inspected.
- Registration activities, collective worship and extra-curricular activities were witnessed.
- Meetings of the School Council and the school's Eco Committee were attended.
- Discussions were held with the staff and pupils about their work.
- All the documents presented by the school before and during the inspection were analysed.
- Pre-inspection meetings were held with the staff, parents and governing body.
- Nineteen parents attended the pre-inspection meeting and 44 completed questionnaires were analysed.
- Post-inspection meetings were held with the staff and governing body.

## Appendix E

### Composition and responsibilities of the inspection team

Team Member	Responsibilities	Responsibilities
Mr D G Evans Rgl	Context Summary and recommendations Key questions 1, 5, 6 and 7	Welsh science information technology history physical education religious education
Mrs N Williams Team	Key questions 2, 3 and 4	English mathematics design and technology geography art music children under five
Mrs J Davies Lay	Contributions to questions 1, 3, 4 and 7	

### *Acknowledgement*

*The inspection team would like to thank the governors, headteacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection.*

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**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Ysgol Gynradd Llanilar  
Llanilar  
Aberystwyth**

**by**

**Mr D Gwynfor Evans  
W005/15682**

**A Summary Report for Parents**

**School Number: 667-2311**

**Date of Inspection: 4-6 October 2004**

Ysgol Gynradd Llanilar was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school.

The inspection of Ysgol Gynradd Llanilar took place between 4-6 October 2004. An independent team of three inspectors, led by Mr D Gwynfor Evans, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

### Basic information about the school

Name of school	Llanilar Community School
School type	Community
Age-range of pupils	4-11
Address of school	Llanilar Aberystwyth Ceredigion
Post-Code	SY23 4PA
Telephone Number	01974 241334

Headteacher	Mr Michael Carruthers
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## **Context**

### **The nature of the provider**

Ysgol Gynradd Llanilar is situated in the village and serves the village and the surrounding agricultural area. According to the school, the pupils come from a background that is neither prosperous nor economically disadvantaged. There are no pupils entitled to free school meals which is considerably lower than the local education authority (LEA) average (11 per cent) and the Welsh average (19 per cent).

Presently, there are 79 pupils on roll between four and 11 years of age. At the time of the last inspection in 1999, there were 59 pupils on roll. Almost every pupil has received pre-school education. Approximately 25 per cent have special educational needs (SEN), including two with statements of SEN.

Welsh is the main language of the school and although only 22 per cent of pupils come from Welsh speaking homes, the school states that 95 per cent of them speak Welsh as a first language or to an equivalent standard. Pupils who are admitted to the school without a knowledge of Welsh are given the opportunity to attend a language centre in order to master the language quickly.

The school aims to “provide a supportive community within a happy environment, where everyone is stimulated and challenged to fulfil their potential”. It also believes that “the emphasis it places on quality and high standards, in work and behaviour, provides their children with a positive attitude towards life and a firm base on which to base their learning in future”.

### **The school’s priorities and targets**

In the school development plan (SDP) for 2004-2005, the following priorities are listed:

- Creating a website for the school;
- Developing the use of information technology;
- Developing extra-curricular activities for pupils;
- Looking at the condition of the school building;
- Developing the provision for the under-fives;
- Assessing foundation subjects; and
- Gaining an ‘Investor in People’ award.

## Main Findings

### Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	3
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	2

### Standards

#### Early Years Subjects and Areas of Learning

Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 3
English	Not Applicable	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 3	Grade 3
Geography	Grade 3	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 3	Grade 3
Religious education	Grade 2	Grade 2

- Pupils of all ages achieve grade 2 in listening and reading. They listen consistently and respond appropriately to instructions and questions. They read accurately and with expression. Standards of speaking and writing are good in English in KS2 and grade 3 in both key stages in Welsh.

- Pupils achieve grade 2 in numeracy. They make good use of their numeracy skills to measure and count accurately when undertaking work in a variety of subjects.
- Although pupils make increasing use of information and communications technology (ICT) to support their learning, standards are variable and the use made of ICT resources across classes is uneven. The standards are grade 3.
- Pupils' standards of bilingualism have improved since the last inspection. Pupils become more confident to speak, read and write in both languages and a minority demonstrate effective dual linguistic skills. In general, pupils' communication skills are more sound in English than in Welsh and the school's standards of bilingualism are grade 3.
- When compared with similar schools, pupils' performance in Key Stage 1 (KS1) in the core subject indicator is lower than the average, but in Key Stage 2 (KS2) it is much higher than the average. There are no substantial differences in the performance of boys and girls in the core subjects in both key stages.
- Pupils' attitudes towards learning, the interest they show in their work and their ability to concentrate are good. Overall, they work diligently at their tasks and they take pride in the way they present their work. In general, pupils do not take sufficient responsibility for their own learning by working independently and finding information from various sources.
- Pupils' behaviour and attitudes in classrooms and around the school are good, and are a strength of the school and have a positive effect on the teaching and the life of the school in general. Pupils are friendly and courteous towards each other, the staff and visitors to the school and there is a good relationship between them and the staff. Pupils are aware of the school's expectations and its rules and adhere to them.

### **The quality of education and training**

- In the lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	73%	27%	0%	0%

- The percentage of good lessons is considerably higher than the Welsh average. This is an improvement since the last inspection.
- Where teaching consistently reaches grade 2, planning is good and clear learning objectives are shared with pupils. Good questioning encourages pupils to think and consider before offering answers. Where there are shortcomings, presentations are too long and pupils are not given sufficient opportunities to work independently and to come to conclusions and findings through personal research.
- Teachers' planning in the medium and short term is detailed and comprehensive. There is appropriate planning for the under-fives across the six areas of learning. The development of key skills across the curriculum is grade 3. There is no whole-school policy to ensure a consistent approach and the skills are not included in teachers' short term planning.
- In general, appropriate use is made of assessment to inform planning and identify what pupils need to do to improve their work. In the core subjects, the information is

used to promote higher standards but there is no similar scheme for assessing pupils' progress and achievement in the foundation subjects. This is a priority in the SDP. A start has been made on the work of creating subject portfolios. They include samples of levelled work but samples of analytical comments and guidance on the way forward are limited.

- The school ensures that pupils have equal access to a broad and balanced curriculum. Planning and provision for early years education is good. Good quality policies and schemes of work for every subject in the long, medium and short term ensure balance, flexibility and continuity across the curriculum.
- Pupils' spiritual, moral, social and cultural development is promoted well through the variety of learning experiences offered to pupils. Collective worship contributes well to pupils' spiritual and moral development. Learners' experiences are extended and enriched through a wide range of extra-curricular activities during the lunch hour and outside normal hours, and off the site.
- The provision for pupils with SEN is good. Pupils who need support are identified at an early stage and teachers and support staff work together well to ensure continuous support. It is ensured that pupils with SEN are fully included in the life of the school.
- Links with parents, the community and other schools are effective. Parents are very supportive and contribute in various ways to the life and work of the school.
- The partnerships with local industry have enabled pupils to gain a better understanding of the importance of sustainable development. The school has been awarded the green flag as an Eco-School and acting in a sustainable manner comes naturally to pupils.
- The school has policies for health and safety and child protection and they are effectively implemented. Risk assessments are held regularly.

### **Leadership and management**

- The school has clear aims and values which are familiar to pupils, staff, governors and parents. The headteacher has introduced a number of important initiatives since his appointment in April 2002; he provides very good leadership for the school.
- School practices promote equal opportunity and there is a good relationship and an atmosphere of happy co-operation across the school.
- Governors have good knowledge of the school's needs and members are committed to ensuring the best possible provision for each pupil. They contribute effectively to setting a strategic direction for the school, in particular in matters relating to finance and buildings.
- The school's self-evaluation report is concise and clear. It identifies strengths and areas where improvements are needed. The headteacher and co-ordinators have started the process of monitoring the quality of the provision and preparing reports for presentation to the governors. The comments do not detail the teaching and pupils' standards of achievement sufficiently nor do they set sufficiently specific targets for further improvement.
- The school has made good progress in all the key issues identified in the last report.

- The general provision in relation to staffing, accommodation and resources is good. Pupils are supported by qualified and committed staff who are effectively deployed. Since the last inspection, a number of improvements have been made to the school buildings and the school buildings and grounds are by now in good condition.
- All the school's resources are efficiently managed. Expenditure decisions correspond with the school's priorities. Overall, the school ensures good value for money.

### **Key issues for action**

In order to improve the school in the areas inspected, the staff and governing body need to:

1. address the shortcomings identified in subjects and areas of learning particularly where pupils' standards of achievement are stated as grade 3;
2. further develop the school assessment system by:
  - ensuring effective methods of assessing pupils' achievements in the foundation subjects;
  - promoting pupils' understanding of their strengths and weaknesses and what they need to do to improve;
3. plan in more detail for promoting learners' key skills including their bilingual skills;
4. strengthen the self-evaluation procedures by detailing the quality of teaching and pupils' standards of achievement across subjects.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

***The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.***