

RE-INSPECTION
OF
ABERDYFI PRIMARY SCHOOL
GWYNEDD
13-14 November 2007

Aberdyfi Primary School was inspected in September 2005, and judged as having serious weaknesses, as set out in Section 5 of the Welsh Assembly Government's Circular 28/03: *Schools requiring special measures or found to have serious weaknesses following inspection under Section 10 of the School Inspection Act 1996* (December 2002).

As part of the Welsh Assembly Government's requirements for schools with serious weaknesses, Estyn undertook a follow-up inspection in December 2006. This re-inspection found that the school had made progress in some areas but that many of the initiatives and improvements were still at an early stage of development. As a result, the school remained on the list of schools with serious weaknesses.

During 13 -14 November 2007, Estyn undertook a second re-inspection, focusing on the key issues identified in the re-inspection in December 2007.

Outcome of the re-inspection

Aberdyfi Primary School has not made enough progress in the key areas for action identified in the re-inspection of the school in December 2006. There remain important shortcomings in self-evaluation and planning for improvement, the leadership and management of the school and in the governing body's role in planning for the school's strategic direction. While standards in those subjects deemed to have important shortcomings have improved, particularly in key stage 2, overall progress is insufficient. As a result, this school has been identified as in need of special measures.

This report is a summary of the re-inspection findings.

Progress since the last inspection

The school is making progress in:

- improving pupils' speaking skills in Welsh;
- improving pupils' writing skills in Welsh and in English in key stage 2 across the curriculum;
- encouraging pupils to produce neatly presented work;
- making greater use of problem solving and investigative work, particularly in key stage 2 in science, mathematics and history;
- developing day-to-day curriculum planning that supports continuity in pupils' learning;
- providing more opportunities for pupils in key stage 2 to develop independent learning skills;
- producing a scheme of work for children under five that supports children's learning appropriately across the curriculum; and
- ensuring staff are more confident in teaching music by purchasing and adapting a commercial scheme of work for music.

There are important shortcomings in:

- the rate of progress that the school is making in raising standards in subjects and areas of learning;
- applying systems consistently for monitoring and evaluating pupils' standards and the quality of provision;
- the roles of staff and governors in school improvement;
- the identification of short and long term priorities for improvement;
- resolving uncertainty about the leadership and management of the school; and
- performance management.

Recommendations

In order to improve, the school should:

- continue to raise standards of language, literacy and communication for children under five;

- continue to raise standards of pupils' speaking skills in Welsh across the curriculum;
- improve investigative work in science in key stage 1;
- further improve pupils' spelling skills;
- make certain that there is suitable challenge for more able pupils in all lessons;
- further identify ways to develop and extend pupils' problem solving and investigative skills across all subjects and areas of learning;
- improve planning for the delivery of key skills to ensure better progression, particularly pupils' numeracy and information and communication technology skills;
- improve systems for monitoring and evaluating standards and the quality of provision and make sure that these are consistently applied;
- implement an effective performance management system; and
- ensure that governors are well informed about the school's strengths and weaknesses, to enable them to work effectively with the school to bring about necessary improvements.

Her Majesty's Inspectors will monitor the school's progress each term.