

**RE-INSPECTION**  
**OF**  
**ABERDYFI PRIMARY SCHOOL**  
**GWYNEDD**  
**DECEMBER 2006**

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, which focused on the key issues identified in the inspection in September 2005.

**Outcome of the re-inspection**

Aberdyfi Primary School is judged to have made progress in respect of many of the key issues for action from the inspection of September 2005. However, because of the number of weaknesses and their serious nature, many of the improvements are still at an early stage of development. As a result, this school will remain on the list of schools with serious weaknesses and Estyn will re-visit the school in about twelve month's time to inspect progress. This report is a written summary of the re-inspection findings.

## **Progress since the last inspection**

The school is making progress in:

- improving pupils' knowledge and use of numeracy skills;
- raising pupils' standards of achievement in history and geography in key stages 1 and 2 and in Welsh, mathematics, history and science in key stage 2;
- strengthening good features in pupils' work in design technology;
- improving pupils' use of information and communications technology skills to support their learning;
- implementing suitable schemes of work for almost subjects;
- identifying ways to develop and extend pupils' key skills;
- maintaining the good standards identified in the last inspection;
- improving the quality of the leadership and management of the school;
- developing new systems and practices to help staff be more aware of their responsibility for school improvement;
- updating job descriptions and setting performance management targets for teaching staff;
- developing the role of the governing body as a 'critical friend';
- developing systems for self-evaluation and using the findings to improve standards of achievement and quality of provision;
- implementing regular and systematic monitoring of learning and teaching;
- developing portfolios of work to help improve the accuracy and consistency of teacher assessment;
- using the inspection framework to inform audits of school provision;
- ensuring stability in staffing arrangements; and
- ensuring governors' reports to parents and the school prospectus meet statutory requirements.

## **Recommendations**

In order to maintain and improve on this progress, the school should:

- raise standards of language, literacy and communication for children under five;
- raise standards of pupils' speaking skills in Welsh;
- improve pupils' spelling and handwriting skills and ensure work is neatly presented;
- ensure pupils make greater use of their problem solving and investigative skills;
- make certain that curriculum planning provides continuity with previous work and there is suitable challenge for more able pupils in lessons;
- provide more opportunities for pupils in key stage 2 to develop independent learning skills;
- produce a scheme of work for music;
- improve the quality and detail of the scheme of work for children under five;
- make certain that the outcomes of self-evaluation inform planning for improvement;
- resolve the uncertainty around the headteacher's appointment;
- continue to make sure that the governing body is actively involved in planning the school's strategic direction; and
- include reference in the governors' annual report to show how the school is planning to meet the needs of pupils with disabilities.