

RE-INSPECTION
OF
GUILDSFIELD PRIMARY SCHOOL
GUILDSFIELD
POWYS
JULY 2004

Guilsfield Primary School was inspected in March 2003, 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 January 2003.

Outcome of the re-inspection

Guilsfield Primary School is judged to have made considerable progress in respect of most of the key issues for action from the inspection of March 2003. 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, Estyn has recommended that this school remain on the list of schools with serious weaknesses. This report is a summary of the re-inspection findings.

Progress since the last inspection

In particular, the school is making considerable progress in:

- raising pupils' standards of attainment in English, mathematics and science at the end of key stage 2;
- providing for pupils' spiritual and cultural development;
- the incidental use of Welsh, which is helping to promote the Welsh dimension;
- improving the quality of teaching;
- producing schemes of work;
- agreeing an appropriate mission statement for the school;
- ensuring all staff are clear about their roles and subject responsibilities;
- implementing appropriate induction and performance management processes;
- developing processes for self-evaluation, which are helping the school to become aware of its strengths and weaknesses;
- implementing effective systems for financial management; and
- ensuring the prospectus and annual report to parents meet statutory requirements.

Recommendations

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

- raise standards of attainment in English, mathematics and science at the end of key stage 1;
- improve standards of achievement in geography, design and technology, information technology and religious education, which remain unsatisfactory;
- implement the schemes of work for all subjects;
- improve the quality of teacher assessment;
- involve subject leaders more in the school's self-evaluation process;

- ensure there is consistency in the way that pupils present their work, particularly in key stage 2;
- amend the action plan for improvement so that it contains enough precise targets or milestones to enable progress to be appropriately measured; and
- address the health and safety issues identified by inspectors.