

RE-INSPECTION
OF
GUILDSFIELD PRIMARY SCHOOL
WELSHPOOL, POWYS

17-18 MAY 2005

Guilsfield Primary School was inspected in March 2003, and judged to have serious weaknesses, as set out in 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).

Estyn undertook a follow-up inspection in July 2004, as part of the Welsh Assembly Government's requirements for schools with serious weaknesses,. This inspection judged that while considerable progress had been made on the key issues, improvements were still at an early stage of development. As a result, the school remained on the list of schools with serious weaknesses.

The school was re-inspected in May 2005.

Outcome of the inspection

Guilsfield Primary School is judged to have made good progress in respect of the key issues for action following the inspection in March 2003 and the re-inspection in July 2004. As a result of this progress, Her Majesty's Chief Inspector of Education and Training in Wales is removing this school from the list of schools with serious weaknesses. This report is a summary of the re-inspection findings.

Progress since the last inspection

The school has made good progress in:

- raising pupils' standards of achievement in geography. Throughout the school, pupils use maps well to help their studies of local and contrasting areas. In both key stages, pupils make good progress in acquiring geographical enquiry skills;
- improving the range of pupils' work in design and technology (DT). Across the school, pupils can design, make and evaluate a range of products effectively;
- improving the quality of religious education. Throughout the school, pupils have a growing knowledge of Bible stories and study a widening range of world religions;
- raising pupils' standards of achievement in information technology (IT), which are good overall. By the end of key stage 2, pupils are able to design spreadsheets and use and interpret their findings;
- improving the presentation of pupils' work across the curriculum;
- implementing schemes of work for all subjects. In particular, the planning for IT and DT is now detailed and takes good account of continuity and progression in pupils' learning;
- improving the arrangements for assessment. There are clear whole school guidelines for assessment and, in an increasing number of classes, marking is detailed and provides pupils with good guidance on how to improve their work. In the non-core foundation subjects, examples of pupils' work linked to the levels of the National Curriculum provide helpful guidance to teachers;
- increasing the involvement of subject leaders in school self-evaluation. Through more regular monitoring of teaching and learning, subject leaders are beginning to identify strengths and areas for development;
- including quantifiable targets in the action plan so that progress can be measured; and
- addressing health and safety issues.

Recommendations for improvement

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

- continue to raise standards in the core subjects of English, mathematics and science and give particular attention to raising pupils' standards of achievement in key stage 1 in English;
- provide more opportunities for pupils to gain independence in their learning and build on the existing good practice in the school; and
- further develop school self-evaluation to raise standards and improve the quality of education.