

RE-INSPECTION
OF
PONTYMOILE PRIMARY SCHOOL, PONTYPOOL
FEBRUARY, 2007

Pontymoile Primary School was inspected during the Spring Term, 2005 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*.

Estyn undertook a follow-up inspection in January 2006, 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 February 2007. This report is a written summary of the re-inspection findings.

Outcome of the re-inspection

Pontymoile Primary School is judged to have made good progress in respect to the issues for action identified in the re-inspection of the school in January 2006. As a result, this school has been removed from the list of schools with serious weaknesses. This report is a written summary of the re-inspection findings.

Progress since the last inspection

The school is making progress in:

- raising pupils' achievements in the core subjects of English, mathematics and science;
- improving the quality of pupils' writing skills;
- improving pupils' knowledge and use of mental numeracy skills;
- improving pupils' learning skills, including their interest and attention in lessons, the pace at which pupils work, as well as their keenness to succeed;
- prioritising the development of pupils' extended writing skills and developing the range of pupils' writing activities across the curriculum;

- ensuring pupils make regular and varied use of ICT in work across the curriculum;
- improving the quality of teaching and the attention that staff give to developing pupils' key skills;
- making very effective use of learning support assistants and other adult support, and enabling these staff to contribute to collaborative working based on a shared understanding of objectives;
- developing the work of subject co-ordinators in reviewing pupils' work and developing portfolios to help moderation and ensure consistency of expectations;
- embedding and strengthening self-evaluation in the work of the school;
- taking account of the views of all partners including, pupils, staff, parents and governors;
- analysing performance data to benchmark and show the value added by the school;
- linking self-evaluation processes and development planning more closely;
- establishing an effective senior management team (SMT) and improving the quality of leadership and management through a clearer sense of direction, shared aims and a well-planned school improvement strategy; and
- improving the involvement of governors in the strategic management of the school.

The school has benefited from a carefully planned programme of support provided by the LEA.

Recommendations

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

- raise standards of pupils' creative and imaginative writing;
- extend pupils' use of numeracy skills across the curriculum; and
- involve subject co-ordinators more in monitoring and evaluating standards of pupils' work.