

## **RE-INSPECTION**

**Aberdyfi Primary School  
Penrhos, Aberdyfi, Gwynedd  
LL35 ONR**

**SCHOOL NUMBER: 661/2217**

**DATE OF INSPECTION: 9 -10 JULY 2008**

Aberdyfi School was inspected in September 2005 and judged to have serious weaknesses. As a result of lack of progress in addressing some key recommendations from this inspection and subsequent monitoring visits by HMI, Aberdyfi School was judged to be in need of special measures in November 2007. As part of the Welsh Assembly Government's requirements for schools in need of special measures, Estyn has undertaken regular monitoring inspections, which have focused on the key issues and recommendations identified in the inspection in November 2007.

### **Outcome of the inspection**

Ysgol Aberdyfi is making good progress in respect of the recommendations arising from the re-inspection report of 13-14 November 2007. The post inspection action plan has been used effectively in raising pupils' achievement and in driving forward school improvement. As a result of this good progress, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from special measures.

### **Progress since the last inspection**

A positive ethos and culture of improvement is now well-established within the school. There is a strong commitment to continuing and sustaining the recent improvements in pupils' standards and the quality of education.

Pupils are keen to learn and work hard to improve the quality of their work in both English and Welsh as appropriate. The school council and eco committee provide relevant contexts for pupils to use their oracy skills as well as involving pupils in making decisions about the school. Pupils feel valued and well-cared for. Good use is made of lunchtimes to create a sense of belonging to the school community. Lunchtimes are calm, pleasant, social occasions where pupils make every effort to converse with each other and staff in Welsh.

Children under five years of age make good progress in their language, literacy and communication skills. They listen and respond appropriately to adults, follow instructions carefully and increasingly use words and phrases in Welsh in responding to questions or making their needs known in line with their age and ability. Reception children show pleasure and enjoyment in

using their Welsh in role-play situations such as when preparing food to sell in the class café.

Pupils in key stage 1 (KS1) are making good progress in their speaking and listening, reading and writing skills. Pupils confidently use Welsh in speaking with adults and each other. Writing skills are developing appropriately. For example, pupils write and illustrate their own stories, working with the class teacher to improve the content and presentation. Pupils' reading is generally accurate in both Welsh and English with more able pupils reading with a degree of fluency.

In Key Stage 2 (KS2) pupils' Welsh oracy skills show good progress from a low base. The majority of pupils speak clearly with good pronunciation. These pupils use their Welsh language skills well to discuss their work with each other, to prepare class presentations and to role-play in assembly. Pupils' bilingual skills are developing well. Pupils present their findings about the life and times of Aberdyfi in English, confidently using a good range of vocabulary. They read with assurance from their prepared scripts and make very good use of information and communication technology to enliven their presentations. Reading and writing skills in Welsh and English are developing suitably. Good use is made of spelling diaries for less confident spellers to encourage correctness in writing.

Planning for the delivery of key skills has improved. Class teachers provide better opportunities for pupils to use and apply their skills across the curriculum. A range of good experiences allows pupils of all ages to practise their problem-solving and investigative skills. Older pupils identify issues, research them thoroughly and explore options. Younger pupils are encouraged to look for creative solutions to problems such as how to mount their own pictures and drawings.

Appropriate systems are in place to monitor and evaluate pupils' standards and progress. Good use is made of listening to children in the early years and KS1 to measure progress and achievement. In KS2, good use is beginning to be made of lesson objectives for pupils to evaluate their own performance. Pupil targets are in place although not all pupils are sure of their purpose. Class teachers' marking is detailed and generally evaluative and provides pupils with good guidance on how to improve. Class teachers use questioning effectively to support, and occasionally, to challenge pupils' thinking. Standardised tests in mathematics and reading are beginning to be used appropriately to recognise and subsequently to fill gaps in pupils' knowledge and understanding and to target pupils who are capable of achieving higher standards

Support provided by the local authority advisory service has improved teacher confidence in judging standards and the quality of provision. Teachers' understanding of what to expect from pupils of a certain age and ability is developing appropriately but is not yet sufficiently informed by a process of wider discussion and moderation within the school and with other schools in the area.

Governors are well informed about the school's progress. Regular reports from the local authority and updates from the acting headteacher and teacher in charge add to governor's knowledge of the school. Individual governors now make focused visits to the school and regular informal visits by the chair of governors ensures that governors are well placed to understand improvements in pupils' skills, particularly pupils' use of Welsh. Collaboration between the teacher in charge and the Chair and Vice Chair of the governing body has resulted in a new school development plan. This plan builds successfully upon the school's self-evaluation and monitoring processes and on the school's post-inspection action plan. The school development plan provides a clear agenda for the school's continuing improvement.

The school complies with statutory requirements in respect of performance management.

### **Recommendations for improvement**

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

- continue to develop strategies to identify, support and challenge more able pupils;
- continue to improve teachers' understanding of standards and make better use of moderation of standards both within the school and with other schools in the area to inform this process;
- ensure that all staff are confident and well trained in dealing with child protection issues; and
- fully implement the actions in the new school development plan.