

## **Re-inspection**

**of**

**Abermule Primary School  
Abermule  
Montgomery  
Powys  
SY15 6ND**

**School number: 6662002**

**Date of inspection: October 2006**

Abermule Primary School was inspected in October 2006 and judged as requiring significant improvement. As part of the Welsh Assembly Government's requirements for schools requiring significant improvement, Estyn undertook a follow-up inspection in June 2008 focusing on the key issues identified in the section 28 inspection.

### **Outcome of the re-inspection**

Abermule Primary School is judged to have made good progress in relation to the recommendations for improvement identified in the Section 28 inspection in October 2006. As a result of this progress Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

## **Progress since the last inspection**

The school is making progress in relation to these recommendations:

### **Raise teachers' expectations of achievement of all pupils through a more focused approach to monitoring standards and a consistently applied approach to marking;**

- Since the last visit the school continues to develop a range of monitoring procedures which enables staff and governors to review progress effectively. The headteacher, curriculum co-ordinators and link governors visit classrooms systematically to monitor standards. Staff scrutinise pupils' work and share good practice in regular moderation meetings. The governing body holds regular curriculum meetings which supports this monitoring process. As a result of these processes the school has a more consistent and focused approach to monitoring standards.
- The school's marking policy offers a good structure for all staff to give clear feedback to pupils about their work. All pupils' writing books contain clear guidelines on how their work is marked. Teachers and pupils are working well together to set written targets for improvement.

### **Continue to raise standards in geography, Welsh second language and IT;**

- Standards in geography, Welsh second language and IT are improving.

In geography, younger pupils can identify their own locality in Wales, use a key correctly on a map and make comparisons between their own local area and a contrasting locality in Wales. Older pupils make informed decisions about environmental change and its impact on different elements of a community. Most pupils use a range of first and second-hand resources with confidence as part of this process.

In Welsh second language, pupils understand and use a range of greetings confidently and a few pupils use Welsh incidentally. Most pupils express a range of feelings, likes, dislikes and needs well. Their pronunciation and intonation are good. Most pupils read with developing confidence and write with a fair degree of accuracy. The planned regular Welsh days have a positive effect on pupils' language skills and attitudes.

In IT, pupils use a wide range of programs effectively. Younger pupils use a mouse with dexterity and program a floor robot competently. Older pupils make choices about which programs to use and how they will enhance their understanding and improve their work.

**Adopt a more structured approach to developing pupils' independent writing in a range of styles;**

- The school has developed a good range of writing activities, including stories, poems, diaries, reports and letters. The scheme of work generally covers the requirements of the National Curriculum. Most pupils write in a range of genres with developing accuracy. The ablest pupils write imaginatively and extendedly. Many pupils use ICT well to produce a final draft of their work.

**Improve pupils' spelling, punctuation and handwriting skills and ensure work is neatly presented;**

- Most pupils spell with developing accuracy. They use word banks and dictionaries with increasing confidence. Younger pupils use capital letters and full stops consistently and accurately. Older pupils generally use punctuation marks correctly in their writing. Most pupils' handwriting is improving, although a few older pupils still use a printed style rather than joined up writing. Standards in presentation have improved. Most pupils record their work carefully and take pride in its presentation.

**Clearly identify more and less able pupils and ensure that the work is differentiated to meet their needs;**

- The school uses a range of formal and informal assessment methods to diagnose individual pupils' needs and their track progress. Teachers use a good variety of methods to provide differentiated work for pupils in lessons. Learning support assistants offer good individual support to pupils.

**Ensure whole school planning shows a co-ordinated approach to systematically developing pupils' key skills;**

- The school is addressing this issue well. All short term planning now includes the development of key skills. Teachers develop aspects of key skills well in lessons. Staff review the provision of key skills used in lessons to ensure breadth and balance.

**Continue to develop the role of support staff to deliver planned learning objectives**

- The school uses support staff effectively. Teachers and support staff plan work well together to deliver the learning objectives in lessons. Support staff work well with individual pupils to enable them to achieve their personal targets. The school has good systems in place to pass information between teachers and support staff. Support staff have good access to training and development opportunities. Most support staff have attended training during the past year.

### **There are important shortcomings in:**

- **Raising standards in Welsh second language**  
Older pupils do not have sufficient opportunities to write in a variety of forms or at length.
- **Marking pupils' work**  
Not all pupils receive sufficient constructive feedback on how to improve their work. Teachers do not always offer pupils sufficient challenge to move them on to the next stage of learning.
- **Developing pupils' independent writing in a range of styles**  
Very few older pupils use a range of sentence structures, imaginative or descriptive language in their work. These pupils do not use paragraphs effectively to enhance and extend their work.
- **Improving pupils' spelling, punctuation and handwriting skills and ensure work is neatly presented**  
A few pupils do not pay sufficient attention to this aspect of their work.

### **Recommendations**

In order to improve, the school should:

- continue to improve pupils' writing skills and the presentation of their work;
- improve pupils' writing skills in Welsh second language;
- develop greater consistency in marking pupils' work across the school; and
- provide pupils with sufficient challenge in all lessons to enable them to fulfil their potential.