



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Report of special measures

**Ysgol Maesydre
Severn Road
Welshpool
Powys
SY21 7SU**

Date of visit: November 2012

by

**Estyn, Her Majesty's Inspectorate for Education and Training in
Wales**



© Crown Copyright 2012: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

The monitoring team

Glyn Roberts	Reporting Inspector
Richard Lloyd	Team Inspector

Outcome of monitoring visit

Ysgol Maesydre is judged to have made sufficient progress in relation to the recommendations following the core inspection in May 2011.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from any further follow-up activity.

Since the appointment of the new headteacher in April 2012 there has been a significant improvement in the school. The headteacher, effectively supported by the newly established senior management team, has managed to bring together all staff and governors to work as a team. This whole school approach has in a short time had a marked influence on pupils' standards and wellbeing throughout the school.

Good progress has been made in addressing nearly all of the priorities within the post-inspection action plan. However some of the improvements have not yet had sufficient time to impact fully on the school's work.

Progress since the last inspection

Recommendation 1: Improve standards in English, mathematics, science and Welsh second language, set challenging targets for improvement and ensure that staff development is focused closely on raising standards in these subjects

This recommendation has been partly addressed.

The 2012 provisional end of key stage 2 data shows an improvement in standards at level 4 in all subjects. However, pupils' performance is expected to remain below family and national averages in all subjects for 2012. In many classes, pupils are achieving well in writing. However, the provision for the development of writing skills across the school remains inconsistent. As a result, pupils are not being extended enough in a few classes and therefore are not making the expected progress. Many pupils read well in accordance with their age and ability. The standard of pupils' work in mathematics is generally good. Although pupils have a sound grasp of numeracy skills they do not apply these skills to everyday situations. In science, many pupils are achieving well. The Welsh language now has a higher profile throughout the school. Most pupils have a positive attitude towards developing their Welsh speaking and listening skills in class and around the school. Pupils following Welsh as a first language are making good progress. However, pupils' progress in Welsh as a second language is limited. Many pupils respond to simple instructions in Welsh but do not understand the meaning of simple texts. Writing skills are underdeveloped. All staff have received extensive training and support as individuals and teams in delivering the core subjects and pedagogy. This is beginning to impact on the standards of literacy and numeracy skills of many pupils. However, the school's targets for the end of key stage 2 teacher assessments for the next two years are not ambitious enough to ensure that pupils achieve their full potential.

Recommendation 2: Improve leadership, management and governance at all levels

This recommendation has been largely addressed.

The headteacher has a clear vision for the school which he conveys successfully to staff, governors, parents and pupils. He offers clear strategic direction to the school's life and work, which has in a short time had a positive influence on pupils' standards and wellbeing throughout the school. All staff work well together as a team and are focused on addressing the action plan in a way that focuses on raising standards and moving the school forward. The governors have been closely involved in implementing the school's post-inspection action plan and they review its progress regularly in their meetings. Appropriate progress has been made thus far in implementing the action plan and many of the steps taken have been successful in securing improvement in all of the core subjects. Procedures are in place for staffing re-structure with a view to forming a new senior management team to be fully functional in September 2012. As an interim measure, a group of senior members of staff support the headteacher. However, leadership responsibilities are not yet sufficiently distributed.

Recommendation 3: Improve the behaviour of a small minority of pupils and ensure consistency across the school in methods of dealing with misbehaviour

This recommendation has been fully addressed.

In the lessons observed, most pupils worked well and remained on task for extended periods. Behaviour is good and pupils contribute well during class discussions and within their group activities. The school is making good progress in implementing its positive behaviour policy. Effective strategies are being used to respond appropriately to the small number of older pupils with behavioural problems. These pupils' needs have been identified and purposeful support plans created for them. Teaching methods incorporate a good balance between the use of positive responses and appropriate sanctions. Resources are successfully targeted where needed, and pupils are well supported by able assistants within the classrooms. Staff have received appropriate training on behaviour management both in the classroom and during break times.

Recommendation 4: Improve the consistency of assessment of, and for learning and pupil tracking

This recommendation has been partly addressed.

The school has revised its assessment and recording procedures in order to assess pupils' progress regularly. It is beginning to make appropriate use of performance data to identify pupils' needs, track pupil progress and inform planning. The school has also implemented effective standardisation and moderation processes internally, with the secondary school to which pupils transfer to at the end of Year 6 and also with a group of feeder infant schools. As a result, all staff are aware of how to apply NC levels and can assess pupils accurately. Assessment for learning is used to

varying degrees in nearly all classes. It is not yet thoroughly embedded throughout the school and is not therefore impacting effectively on pupils' development as independent learners. Learning objectives and success criteria are shared with pupils and in a minority of classes, pupils are given opportunities to assess their own work and the work of their peers. Oral and written feedback to pupils is not regularly focused on specific success criteria and written comments generally do not inform pupils of what they specifically need to do to improve their work. Redrafting of work to improve the standard of pupils' work is underdeveloped. Personal targets are set for all pupils but neither are these specific enough nor focused on raising standards and they are not reviewed regularly enough.

Recommendation 5: Improve self-evaluation

This recommendation has been partly addressed.

All staff and governors are now able to identify accurately the school's strengths and areas for development. The school is making progress in developing an appropriate self-evaluation process, involving gathering direct evidence. The school takes good account of classroom observations, scrutiny of pupils' work and data analysis. It also takes into account the views of parents and pupils. However, there is not always a formal record of the evidence collected. The school has not yet produced a self-evaluation report. A new senior management team will be in place next term and there are firm plans for the further development of self-evaluation within the school.

Recommendation 6: Ensure that the governing body is better informed about school performance

This recommendation has been fully addressed.

Three experienced additional members have been recently co-opted on to the governing body. This has contributed successfully in developing the governing body's role in holding the school to account more robustly. The governing body is fully involved in monitoring the school's progress in implementing the post inspection action plan. Governors regularly receive detailed reports from the headteacher on the progress being made in implementing the plan and on the school's performance data. They therefore have a good awareness of the school's current progress in addressing the inspection recommendations and they challenge and question the school's performance rigorously. Governors are encouraged to visit the school on a regular basis to observe as part of their monitoring procedures.

Recommendation 7: Ensure that all children with ALN and EAL receive appropriate targeted support and that their progress is formally monitored on a regular basis across the school

This recommendation has been partly addressed.

Appropriate strategies are in place to target, support individuals with additional learning needs, and track their progress. However, the progress of additional learning needs pupils in mainstream classes is not presently being monitored

formally. The school has recently appointed an interim additional learning needs coordinator until staff reorganisation takes place. There are also plans in place to review the deployment of learning support assistants to more effectively target the needs of different groups of pupils. Pupils with English as an additional language are well supported by a learning support assistant and are making good progress. Current provision does not provide appropriate challenge for more able pupils.

Recommendations

The school should continue to work towards meeting the inspection recommendations that have not yet been fully addressed.