



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

**Report following monitoring
Level of follow-up: Estyn monitoring**

**Ysgol Maes Y Mynydd
Pentredwr
Rhosllanerchrugog
Wrexham
LL14 1DD**

Date of visit: January 2017

by

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

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The monitoring team

Mike Maguire	Reporting Inspector
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Outcome of monitoring

Ysgol Maes Y Mynydd is judged to have made sufficient progress in relation to the recommendations following the core inspection in June 2015.

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

Progress since the last inspection

Recommendation 1: Improve pupils' ability to apply their literacy and numeracy skills across the curriculum effectively

Satisfactory progress in addressing the recommendation

Teachers' planning for pupils to apply their literacy and numeracy skills across the curriculum is developing successfully. Staff now deliver consistent approaches throughout the school, with good opportunities for pupils to apply their skills in a range of stimulating contexts. However, these improvements have not had enough time to impact fully on pupil outcomes.

Pupils write appropriately for a range of purposes. For instance, in geography, older pupils produce letters about the effects of tourism on Snowdon. They paragraph their work well and include persuasive writing to engage the reader. In the Foundation Phase, a majority of pupils now use basic punctuation such as full stops and speech marks with greater accuracy. However, many pupils' letter formation remains inconsistent.

By the end of key stage 2, many pupils apply their numeracy skills well to solve problems in subjects across the curriculum. For example, within their history topic, they use multiplication and subtraction skills competently to calculate the cost of rationed items of food during World War Two.

Pupils' work in topic books and displays around the school demonstrates that they apply their literacy and numeracy skills well. Leaders monitor pupils' standards regularly through book scrutiny, classroom observations and learning walks. As a result of this monitoring, they have identified the need for teachers to further improve opportunities for pupils to write at length in their topic work.

Generally, throughout the school, teachers' expectations of pupils' achievements in writing are not high enough. For instance, too many pupils make errors when spelling a range of common words.

Recommendation 2: Improve standards in Welsh

Strong progress in addressing the recommendation

The school has implemented a wide range of actions to improve pupils' standards in Welsh. Revised schemes of work ensure appropriate progression in language development and teachers implement them consistently across the school. These

developments are beginning to have a positive impact on improving pupils' oral, reading and writing skills.

Across the school, pupils practise their speaking and listening skills regularly through daily 'Helpwr Heddiw' sessions, as well as in weekly Welsh lessons. By the end of the Foundation Phase, most pupils ask and answer simple questions competently. In key stage 2, a majority of pupils are confident in using their oral skills in everyday situations. They respond to a suitable range of instructions and hold basic conversations in Welsh, using an appropriate range of vocabulary, for example, to plan a visit to the cinema. However, a minority of pupils do not make consistent and effective use of familiar language patterns beyond the formal context of the classroom.

Pupils now have regular opportunities to read in Welsh and many pupils have a sound understanding of the content of fiction books. Although many older pupils read to a satisfactory standard, their pronunciation is not always accurate enough.

Many pupils develop their writing skills well as they progress through the school. They are increasingly competent at using a suitable variety of sentence patterns, including the past tense, to write dialogues, descriptions of story characters and fact files. Overall, by the end of key stage 2, many pupils apply their language knowledge well to produce a good range of extended pieces of writing.

Recommendation 3: Improve standards of behaviour

Very good progress in addressing the recommendation

Senior leaders have introduced positive strategies to ensure teachers have clear rules and routines about the management of pupils' behaviour. All teachers apply these strategies consistently and deal with any instances of inappropriate behaviour quickly and effectively. This results in minimum disruption to the education of other pupils.

Teachers build positive relationships with pupils and the school caters appropriately for the emotional and learning needs of nearly all pupils. For example, the school has introduced an inclusion room that provides a calm, nurturing environment for pupils who sometimes find the daily routines of the main classroom overwhelming. A school-based trained counsellor provides on-site support for identified pupils. In addition, the school fosters effective links with external agencies, such as health services, to provide specialised support for individual pupils. As a result of this coordinated approach, the number of pupil exclusions reduced last year and there have been no exclusions this year.

Senior leaders have introduced a restorative approach to resolving conflict and this helps pupils understand what they have done wrong and how to improve their conduct. The most recent pupil questionnaire indicates that the new strategies are having a positive impact on standards of behaviour at the school.

Nearly all pupils accept and adhere to the rules and sanctions, which are clearly displayed throughout the school. They are generally well behaved, show respect for teachers and their peers and collaborate and cooperate effectively during lessons.

Recommendation 4: Ensure teacher assessments at the end of the foundation Phase are accurate

Satisfactory progress in addressing the recommendation

Foundation Phase teachers have developed more consistent and robust procedures for ensuring the accuracy of their teacher assessments. This includes the introduction of planned moderation meetings with the cluster of local schools. During these meetings, teachers from each of the schools discuss and agree upon outcomes based on samples of pupils' work.

Senior leaders hold pupil progress meetings with teachers three times a year. During these meetings, they challenge teachers on the progress individual pupils make and discuss what is required to move each pupil to the next level. All teachers in their respective Foundation Phase teams also meet frequently to discuss pupils' progress and track this carefully using an electronic system.

Teachers at the school assemble portfolios of levelled pieces of writing and mathematics work. These are available to all staff to use as a guide to the quality of work required for pupils to achieve specific outcomes and levels. However, the application of this standardisation and moderation process does not have enough impact on individual pupils' work across the school. For example, feedback to able and more able pupils often lacks sufficient challenge and teachers do not always have high enough expectations of them. As a result, the written work of many pupils does not always reflect their ability or potential.

Recommendation 5: Ensure all leaders, including the governing body, and teachers contribute to the strategic direction of the school effectively

Strong progress in addressing the recommendation

The quality of the school's leadership and management has improved. The headteacher and members of the new leadership team have created a supportive ethos within the school and this is having a positive impact on developments.

All staff work well together as a team with a clear focus on school improvement. The roles and responsibilities of teachers and senior staff are outlined in detailed job descriptions and are well understood. There is a clear plan for developing school priorities with subject leaders beginning to drive improvements, for example, in ensuring better provision and standards for the Welsh language. In the last year, the school has focused its attention on making good progress against most of the inspection recommendations.

The senior leadership team involves teachers in decision-making through a regular programme of meetings. They keep teachers well informed about developments and

there is good collaboration between all staff.

The governing body also contributes to the strategic direction of the school through a variety of recently established processes. Individual governors have oversight of specific inspection recommendations and evaluate regularly the progress being made. A system of link governors has also been established with individual governors responsible for subject areas. Governors are beginning to challenge school leaders about progress and the standards achieved by pupils, but this role is at an early stage of development.

Recommendation 6: Ensure that the school focuses consistently on the priorities in its school improvement plan and reviews progress regularly

Strong progress in addressing the recommendation

The school monitors and evaluates its strengths and areas for development well. There is a thorough process for self-evaluation, using a suitable range of evidence. School leaders consider appropriately the views of all stakeholders, including pupils, parents and governors, to support the self-evaluation process. The detailed self-evaluation report now includes all relevant information. It contains a useful summary at the end of each section, identifying strengths and areas for further development. These areas align closely with the weaknesses identified in the core inspection.

The school has a much clearer and urgent focus on the areas it needs to improve. During the last year, it has concentrated its work appropriately on the priorities identified during the core inspection. It has reviewed progress against these priorities systematically and, overall, has achieved positive outcomes.

Implementation of the improvement plan is having a beneficial impact on provision throughout the school, although there is not yet enough impact on improving pupils' standards of literacy and numeracy.

Recommendation 7: Ensure that school leaders allocate and monitor the school budget effectively

Very good progress in addressing the recommendation

The school manages its finances well. Spending decisions are clearly linked to priorities for improvement. This includes allocating resources from the Pupil Deprivation Grant appropriately to improve the educational progress and attainment of pupils from low income families.

The school provides these pupils with a range of effective intervention strategies to help them achieve expected and higher levels. Strategies include the provision of additional adult support and a modified curriculum, where appropriate. In addition, the school provides parents with opportunities, through a series of project sessions, to develop appropriate skills to support their children's learning, particularly in literacy and numeracy.

Teachers and members of the senior leadership team track and assess effectively the progress of pupils supported by Pupil Deprivation Grant resources. This enables them to evaluate the impact of the provision in improving the outcomes of targeted pupils.

The governing body's overview of school finances has improved. The finance committee monitors the allocation of grant resources regularly and ensures that the money is spent suitably to support eligible pupils.

These improved strategies are generally having a positive outcome, on closing the gap between the achievements of pupils eligible for free school meals and others, particularly in key stage 2.

Recommendation 8: Address the health and safety issues raised during the inspection

Very good progress in addressing the recommendation

The school has responded fully to the health and safety issue identified during the core inspection.

Recommendations

In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.