



*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 visit  
Level of follow-up: Estyn monitoring**

**Meadowbank Special School  
Colwill Road  
Gabalfa  
Cardiff  
CF14 2QQ**

**Date of visit: November 2014**

**by**

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

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**The monitoring team**

Elizabeth Dackevych	Reporting Inspector
Anthony Mulcahy	Team Inspector
Mark Austin	Local authority representative

## **Outcome of monitoring visit**

Meadowbank Special School is judged to have made sufficient progress in relation to the recommendations following the core inspection in November 2013.

## **Progress since the last inspection**

### **Recommendation 1: Ensure that curriculum planning is consistent in identifying the full range of skills to be taught**

Strong progress in addressing the recommendation.

The senior leadership team now work together effectively to ensure that curriculum planning is consistent throughout the school. The school uses a detailed 'context for learning' map to identify and plan for a full range of skills across the curriculum. All lessons now have a literacy or numeracy focus.

Senior staff members monitor planning carefully and provide helpful and informative feedback to staff. Most teachers' planning now shows effective differentiation and appropriate opportunities for independent learning.

There is a clear strategy to identify individual pupil targets against the National Literacy and Numeracy Framework. Where pupils do not meet their targets, appropriate interventions are arranged. School staff work effectively with parents and a range of professionals to coordinate individual education and therapy plans. Effective links with the consortium advisory service have helped the school to set a clear direction for future improvement to meet the specific needs of all pupils.

### **Recommendation 2: Ensure that all teaching reflects the best practice observed in the school, particularly in relation to differentiation and independent learning**

Strong progress in addressing the recommendation.

Teaching is tailored carefully to meet the needs of all pupils. Consistent application of an updated marking policy ensures that pupils receive useful advice to help them improve.

Managers and curriculum leaders carry out a regular programme of lesson observations. Detailed written feedback helps staff to improve individually and as a whole staff team. The monitoring and evaluation of teachers' planning and lesson observations show clear links to this school priority.

The school works effectively with a range of professionals to ensure that all provision is closely linked and coordinated. A programme of visits to other providers gives staff useful professional training opportunities. Staff are beginning to use and share some of the strategies they have observed in other settings, but it is too early to see the full impact.

**Recommendation 3: Develop effective procedures to record and analyse performance data across all areas of learning**

Strong progress in addressing the recommendation.

Leaders have reviewed the school's procedures for recording and analysing performance data across the school. They have introduced improved procedures for recording and tracking pupil progress in key areas of learning, including literacy and numeracy. Teachers update this information regularly using the school's information management system and use the data well to set challenging targets for pupils.

Leaders monitor the system every half term and evaluate the data well to set priority areas for improvement for individuals and groups of pupils.

Leaders, including members of the governing body, reviewed the performance data for the academic year 2013 – 2014 as part of the self-evaluation process. As a result, they have set appropriately challenging whole school targets for improvement. However, the evaluation of performance data as part of strategic planning is in the early stages and it is too early for the school to analyse trends and progress over time for all groups of pupils.

**Recommendation 4: Strengthen improvement planning to include more focus on raising pupils' standards and robust arrangements to measure impact, and ensure that all stakeholders are aware of the school's priorities**

Strong progress in addressing the recommendation.

The strategic direction provided by leaders focuses clearly on raising standards. An effective system of distributed leadership has led to successful planning for improvement throughout the school. Leaders use a range of evidence well to analyse pupil progress, evaluate the effectiveness of interventions and plan strategically.

The improvement plan has identified the key actions and who is responsible for the delivery of these outcomes. It has clear success criteria and targets which are measured against pupil outcomes.

The school produces a detailed self-evaluation report. It plans well for a cycle of monitoring and evaluation activities which take into account a wide range of appropriate first-hand evidence, for example, lesson observations and book reviews. Leaders seek the views of all stakeholders and this helps them to have a more accurate view of the school's strengths and areas for improvement.

**Recommendation 5: Strengthen risk assessments, particularly in relation to the delivery of one-to-one interventions**

Very good progress in addressing the recommendation.

Leaders including members of the governing body have reviewed and updated the risk assessment for lone working and have taken appropriate action to control the risks highlighted in the assessment. The safeguarding policy and procedures have been updated and shared with all staff to reflect the new arrangements.

### **Recommendations**

In order to maintain and improve on this progress, the school should continue to work towards meeting the inspection recommendations that have not yet been fully addressed.