

# The Maelor School Self-Evaluation Summary 2024-25

## Hunanwerthusiad Ysgol Maelor 2024-25



IA1 Teaching and Learning: Summary	
<b>Summary of Strengths</b> <ul style="list-style-type: none"><li>✓ A majority of teaching demonstrates high expectations of pupils. Pupils report that they find their work appropriately challenging.</li><li>✓ A majority of pupils make at least good progress in their knowledge, skills and understanding over time.</li><li>✓ Many pupils have positive attitudes to learning, behave well, participate positively in learning activities and foster positive working relationships with adults and their peers.</li><li>✓ Leaders have developed a broad and balanced curriculum that supports the school's vision for all pupils to 'Realise their Potential'. The rich personal development curriculum is a strength of the school.</li></ul>	<b>Areas to include in the School Development Plan (SDP) 2024-25</b> <ul style="list-style-type: none"><li>↑ Develop adaptive teaching approaches, with a focus on ALN and pupils adversely affected by poverty and disadvantage.</li><li>↑ Review the provision in identified subject areas to ensure that pupils' progress in these areas is improved.</li><li>↑ Revise assessment and feedback approaches so they consistently aid pupil progress and inform next steps..</li><li>↑ Use targeted professional learning to reduce variability in the quality of teaching.</li><li>↑ Opportunities to develop pupils' cross -curricular skills need to be progressive in their level of challenge and opportunities for pupils to develop their Welsh skills across the curriculum need to be improved.</li></ul> <b>School improvement objective: Collaboratively develop a whole school approach to Teaching and Learning: the Maelor Method.</b>
IA2 Well-being, care, support and guidance: Summary	
<b>Summary of Strengths</b> <ul style="list-style-type: none"><li>✓ There is a strong culture of safeguarding present in the school.</li><li>✓ The school provides a nurturing environment for its pupils.</li><li>✓ The curriculum to support pupils' well-being has been significantly strengthened, and pupils and staff value this provision.</li><li>✓ Pupils' attendance is above national and family averages and is continuing to improve.</li></ul>	<b>Areas to include in the School Development Plan (SDP) 2024-25</b> <ul style="list-style-type: none"><li>↑ Promote the importance of positive attitudes towards school.</li><li>↑ Increase opportunities for pupil leadership across the school.</li><li>↑ Improve the behaviour and engagement of an identified 'hard to reach' cohort, including those who have ALN.</li><li>↑ Move attendance to pre-pandemic levels.</li></ul> <b>School improvement objective: Improve pupil attitudes to learning, including an identified 'hard to reach' cohort and move attendance towards pre-pandemic levels (IA2 and IA1).</b>
IA3 Leading and Improving: Summary	
<b>Summary of Strengths</b> <ul style="list-style-type: none"><li>✓ Leaders have high expectations.</li><li>✓ Staff are embracing change following the appointment of a new Headteacher in September 2024.</li><li>✓ Leaders have created a culture where professional learning is valued.</li><li>✓ Governance is effective.</li><li>✓ The school has a range of productive relationships with parents, partner schools and external bodies.</li></ul>	<b>Areas to include in the School Development Plan (SDP) 2024-25</b> <ul style="list-style-type: none"><li>↑ Secure the effective working of the newly-formed Senior Leadership Team.</li><li>↑ Improve consistency of leaders at all levels in terms of holding staff to account.</li><li>↑ Ensure that leadership at all levels is sustainably improving the quality of Teaching and Learning and pupil progress, especially for ALN, MAT and FSM pupils.</li><li>↑ Strengthen plans to promote the Welsh language.</li></ul> <b>School improvement objectives: Improve leadership at all levels: instil collective responsibility for improving provision and standards across the school and ensure that key pupil groups (ALN/FSM/MAT) make excellent progress against their starting points.</b>