



Ysgol Maes Owen

2024 - 2025

School Context

Ysgol Maes Owen is an English medium Community Junior School catering for children aged 7-11. The school is situated in Kinmel Bay, an economically mixed urban area and serves the town itself and the outlying areas of Towyn, Kinmel Bay and Rhyl. There are 207 learners on roll. Currently we have 47% of pupils who are free school meals. 2.4% of our learners are EAL and 7.7% of our learners are classed as ALN and have an IDP. 30% of our learners access additional Literacy Support. 0% of our learners speak Welsh. Currently, attendance is 93%.

Link to last Estyn Report - [Ysgol Maes Owen - Estyn \(gov.wales\)](https://gov.wales/ysgol-maes-owen-estyn)

Progress against last year's priorities 2023-24

1. Improve the opportunities for pupils to apply and develop their numeracy skills
 - More opportunities for pupils to apply and develop their numeracy skills across the curriculum.
 - More numeracy games and activities in classes, pupils talking about their numeracy and maths and ore positive engagement.
 - Regular and comprehensive monitoring has shown that the needs of learners are effectively met
 - Most Learners have made excellent progress from their starting point
 - Numeracy Reasoning Test results have significantly improved.
2. Continue to develop, improve and refine assessment procedures in line with CfW to impact positively on pedagogy and pupil progress.
 - Cluster continuing to work together effectively, further developing our schools and Cluster of schools as highly effective learning organisations, focusing on Curriculum reform and assessment
 - Pedagogy improving further across the Cluster of schools as identified in the initial audit in line with the 12 Pedagogical Principles.
3. To continue with the next phase of implementation of the ALN Transformation Programme with a continued focus on developing robust whole school Universal and Targeted Universal Provision and Wellbeing approaches
 - Regular monitoring and detailed tracking procedures have shown the impact of interventions to ensure learners make progress.
 - Staff are proficient in the application of Universal and Targeted Universal Provision and are able to deploy strategies to assist learners in overcoming their barriers to learning. Provision is closely matched to learner needs and encourages independence.
4. Strengthen the provision for pupils to speak Welsh
 - A much-improved Welsh ethos feel around the school and an awareness of learners' enjoyment of the language, a clear improvement noted in end of year pupil voice questionnaires.
 - Further embedding needed to assist with working towards achieving the Silver Cymraeg Campus award next academic year.

Current strengths 2024 - 2025

- A positive feature of our school is the friendly ethos that permeates throughout the learning environment.
- Our school is caring and inclusive, with a positive ethos of support and care.
- Inclusive and reflective practices are very strong within school which ensures ALL learners achieve.
- Our staff promote a very positive atmosphere.
- Our school is open, transparent and we regularly seek the views of our stakeholders
- There are strong working relationships between staff and learners, it is warm, caring and based on mutual trust and respect.
- Diligent and thoughtful practices encourage learners to develop resilient attitudes to their learning.
- Learner behaviour both in lessons and during playtimes is a strength of the school.
- Learners enjoy learning and are enthusiastic during lessons and activities.
- Strong learner voice – learner leadership groups are well established and involved in meaningful projects that link to the school's bespoke curriculum.
- Tracking and monitoring processes are very strong in school

Aim to learn, learn to succeed ~ Anelu at ddysgu, dysgu i lwyddo

Self-Evaluation

Curriculum, Learning & Teaching:

- Learning is based on the requirements of Curriculum for Wales
- The Curriculum is purposeful, creative and engaging.
- Mantle of the Expert, authentic contexts and immersion events engage learners.
- Collaborative planning supports our holistic approach to teaching the 4 Purposes
- Skills, knowledge and experiences are incorporated into our learning experiences
- Clear consistency, continuity and progression across the school
- Planned themed weeks and celebratory events engage learners' interests purposefully.
- Our curriculum reflects the school's local area and includes stimulating opportunities to celebrate Welsh heritage and culture.
- Staff work collaboratively to develop consistent, high quality provision across the school based on current research and high quality learning opportunities to support professional development.
- All adults provide high quality phonic activities
- ALN provision is effective at all levels and learners receive caring and inclusive support all through the school.
- All staff strive to deliver engaging, challenging and stimulating learning experiences.
- Support staff work alongside teachers skilfully and contribute effectively to planning and to pupils' learning and well-being.
- A detailed and consistent approach to supporting pupils with ALN is planned and tracked
- Assessment information through data analysis and pupil progress meetings informs future learning needs and pupils' next steps

Vision & Leadership:

- Collaborative working significantly impacts on standards
- High expectations for learning and behaviour are effectively communicated to all staff
- Effective communication with all stakeholders to inform practices purposefully.
- Leaders develop and maintain improvements
- School vision is clear, engaging and purposeful.
- A warm and open relationship with all stakeholders in our school community.
- Structured and robust self-evaluation that involves all stakeholders, informs school improvement planning.
- A culture of continuous professional learning creates beneficial learning opportunities.
- The curriculum is broad and balanced and reflects the requirements of the Curriculum for Wales successfully
- The school's motto, 'Aim to Learn, Learn to Succeed' promotes determination and resilience amongst the learners.

Well-being, equity & inclusion:

- Most pupils have good attitudes and a sound awareness of how to keep safe and healthy.
- Behaviour in all areas of the school is very good.
- A wide range of teaching initiatives and strategies are used to support the emotional and physical health of learners.
- Positive working relationships ensure learners feel happy, safe and valued.
- Provision for well-being is successful. PDG is used effectively to support this.
- There is a wealth of opportunities to develop learners' cultural understanding and appreciation as well as worldwide issues.
- A strong culture of safeguarding.
- Learners identified as needing support access all aspects of the curriculum successfully and they make strong gains in their learning..
- Nearly all pupils develop a sound understanding of equal opportunity issues and of diversity and inclusion around the world.
- School actively promotes capable, enthusiastic and aspirational learners .

Aim to learn, learn to succeed ~ Anelu at ddysgu, dysgu i lwyddo



Self-Evaluation

School Development Priorities 2024 – 2025:

Priority 1: Recommendation 2 (R2): R2 Improve the opportunities for pupils to apply and develop their numeracy skills

Priority 2: Continue to develop, improve and refine assessment procedures in line with CfW to impact positively on pedagogy and pupil progress. This will also include Recommendation 1 (R1): R1 Ensure that teachers' expectations of pupils' outcomes and their responses to pupils' work are consistent across the school

Priority 3 – To strengthen whole school awareness, understanding and processes in ensuring personalised learning to meet the diverse needs of all learners equitably and ensure secure meaningful learning across the whole curriculum

Priority 4: Recommendation 3 (R3): R3 Strengthen the provision for pupils to speak Welsh

Support needed:

- Professional development for staff
- Continued ALN training
- Support and training with the Speech & Language Therapy Department
- Support from the cluster
- Working with Creative Practitioners
- Conwy Welsh Advisory Team
- Coleg Llandrillo
- Bangor University Welsh Sabbatical Scheme
- Bangor University – NPEP Research
- Local Authority
- Support and engagement from parents/carers

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