



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

Ysgol Maes Owen

2025 - 2026

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 209 learners on roll. Currently we have 47% of pupils who are free school meals. 3.4% of our learners are EAL and 10% of our learners are classed as ALN and have an IDP. 20% of our learners access additional Literacy Support. 0% of our learners speak Welsh. Currently, attendance is 89%.

Link to last Estyn Report - [Ysgol Maes Owen - Estyn \(gov.wales\)](#)

Current strengths 2025 - 2026

- 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.
- Regular monitoring and detailed tracking procedures show the impact of interventions to ensure learners make progress.
- Achieved the Cymraeg Campus Silver Award. A greater Welsh ethos in and around the school.
- School has achieved 'The Smallest Things Prem Aware School Award'.
- School has achieved the Active Playtime Challenge Award.

Progress against last year's priorities 2024-25

1. *Improve the opportunities for pupils to apply and develop their numeracy skills*

- Increased opportunities for pupils to apply and develop their numeracy skills across the curriculum.
- Improved consistent provision for learners to apply and develop numeracy skills across the curriculum.
- Learner's progress increased with applying their skills across the curriculum.
- Monitoring shows the needs of learners effectively met with coverage of skills.
- Increased learner engagement – promoted a 'a love of maths' across the school.
- Learners make good progress from their starting point.

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.
- Learner's progress is tracked accurately from their starting point.
- Learners make good progress from their starting point.
- Pedagogy improving further across the Cluster of schools as identified in the initial audit in line with the 12 Pedagogical Principles.
- Assessment Tracking Systems tracking learner progress easily and accurately, becoming more consistent across the school.
- Monitoring shows improved Feedback throughout the school – Feb 2025 and June 2025.
- Teachers' expectations of pupils' outcomes and their responses to pupils' work are consistent across the school
- Nearly all learners can confidently identify personal targets/next steps in learning and lead their own learning. Consistent processes in place across the school.

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.*

- School has achieved 'The Smallest Things Prem Aware School Award'. As a school we have a better understanding of the lasting effects of premature birth; are able to identify issues early and provide appropriate and additional support any learners may have.
- Staff have a deeper understanding of curriculum inclusions and accessibility through universal, targeted universal and ALP across all areas of learning and experience.
- Staff are equipped with a range of strategies that can be used to help learners overcome any barriers to their learning as identified in a Ysgol Maes Owen ALN Booklet identifying what universal and targeted provision looks like and across the Areas of Learning. High quality first universal teaching and learning strategies and provision are deployed in classrooms and across the school ensuring that all learners are given equal access to every aspect of the curriculum and school life.
- Identified learners are making good progress from their starting point. Termly Literacy intervention assessments show progress in learners reading and spelling of High Frequency Words.
- Regular monitoring and detailed tracking procedures show the impact of interventions to ensure learners make progress.

4. *Strengthen the provision for pupils to speak Welsh.*

- Excellent progress made achieving the Silver Award standard.
- A greater Welsh ethos in and around the school.
- School has worked within the school community including; local residential homes, the community library and supermarket.
- The summer term's job's fair also promoted the importance of the Welsh language within the workplace.
- Staff and learners have continued to gain great confidence with using the Welsh language as a result from the implementation of the updated daily timetabled Helpwr Heddiw sessions.
- Welsh language enrichment activities, including special events such as our joint school gorymdaith 2025, St David's Day, St Dwynwen's Day, Shwmae Day, Welsh Music Day and the whole school celebrated learners home learning activities with Eisteddfod certificates and the crowning of the bard ceremony.
- Learners also had the opportunity to competing in sporting, dance, animation and art-based competitions with the Urdd Eisteddfod

Self-Evaluation

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 successfully amongst the learners.

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

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 at least 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 .

Support Needed:

Professional development for staff
Continued ALN Training
Support from the cluster
Other professional networks
Local Authority Support
Engagement from parents/carers including school attendance.

School Development Priorities 2025 – 26

Priority 1: Further develop and embed the opportunities for pupils to apply and develop their numeracy skills, with an additional focus on family engagement

Priority 2: Ensure that groups of learners, focusing on those at risk of adverse outcomes, make appropriate progress, (focusing on Assessment for Learning)

Priority 3: Further develop Welsh vocabulary and phrases progressively throughout the school.