

# **Report summary for parents and carers on The Maelor School**

Date of inspection: 06/10/2025

# Summary

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The Maelor School is a welcoming and inclusive community where pupils are supported well and display positive attitudes to learning. Most pupils behave well in lessons and engage enthusiastically in class discussions. They collaborate effectively with peers, demonstrating respect and maturity.

The headteacher and senior leaders have developed a culture of collaboration and shared accountability. Quality assurance processes provide leaders with useful first-hand evidence, and self-evaluation informs improvement planning effectively. Professional learning is aligned with school priorities and valued by staff. Many middle leaders understand their roles well, though a minority do not always evaluate the impact of their work on pupil progress accurately and a few lack clarity when planning to improve pupils' learning.

Teaching is generally effective, and many teachers develop strong relationships with pupils and manage behaviour well. In the most successful lessons, teachers plan well-sequenced activities, use probing questions, and adapt their teaching to meet pupils' needs. However, in a few lessons, low expectations, undemanding tasks and weak teacher questioning limit pupil progress.

The school has adopted a thoughtful approach to developing pupils' numeracy and digital skills. Digital competency is a notable strength, with progression mapped clearly across the curriculum. Pupils apply their digital skills effectively in a range of subjects including areas such as art and drama. Numeracy is well developed, with many pupils solving complex problems and applying data skills in science. Literacy is supported across the curriculum, though planning for its progressive development is at an early stage of development.

The curriculum is broad and balanced, with a clear vision aligned to Curriculum for Wales. It promotes Welsh culture and traditions and supports pupils' creative and artistic development well. Collaboration with primary schools and local colleges enhances progression and vocational opportunities.

Staff build trusting relationships with pupils and promote well-being through assemblies and other activities. Equality and diversity are promoted effectively through a variety of events and a newly formed pupils' Diversity committee. Pupils and staff understand safeguarding procedures, and most pupils feel safe at school.

Governors provide effective support and challenge. Financial planning is thorough, though the school currently faces a substantial budget deficit. The school uses the Pupil Development Grant effectively to support disadvantaged pupils, which has had a positive impact on the attendance of pupils eligible for free school meals. However, overall, pupils' attendance remains below pre-pandemic levels.

# Recommendations and next steps

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## **We have made four recommendations to help the school continue to improve:**

R1. Continue to work towards reducing the budget deficit

R2. Ensure that all leaders, particularly middle leaders, evaluate provision by its impact on pupils' learning

R3. Improve rates of whole school attendance

R4. Strengthen the provision for the progressive development of pupils' literacy skills, in particular their advanced reading skills

The school will draw up an action plan to address the recommendations from the inspection

## Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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