

The Maelor School



Prospectus 2024/5

For Year 7 Applications in September 2025

Realise Your Potential

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Welcome to The Maelor School



The Maelor School is a consistently high-performing comprehensive school, welcoming pupils aged 11 to 18. While many of our pupils come from the nearby villages around Penley, others choose to travel from across Wrexham, Shropshire, and Cheshire to experience our warm, close-knit community in a picturesque rural setting.

We hold our pupils to very high standards, expecting them to work hard, behave respectfully, and present themselves smartly. Although we are proud of our long-standing reputation for academic excellence, we believe that education is about more than just results. Our mission is to help our pupils to discover and nurture their unique talents while developing the skills necessary for success in adult life. We encourage and support our pupils to be the best versions of themselves: to Achieve their Potential

Our governing body is committed to maintaining our current size, preserving the small-school atmosphere where each pupil is known as an individual, and the aspirations of our largely rural community are fully realised.

We are small enough to recognise and respond to each child's individuality while fostering a sense of belonging within a caring community. At the same time, we are large enough to offer a diverse range of courses. Our rural location allows us to avoid some of the pressures of urban life while embracing innovation in our teaching. Many parents outside our traditional catchment area choose The Maelor School for its nurturing environment, where their children are challenged to excel.

Everyone connected to The Maelor School takes great pride in our community, and we hope your child will become part of our ongoing success story. I look forward to meeting you soon and showing you the wonderful opportunities our school has to offer.

Mrs. Leanne Eyre
Headteacher

Our Context

Our school was established in the small village of Penley in 1957, in extensive grounds in a beautiful rural situation. There are five forms of entry (approximately 130 pupils annually) giving a total of 810, including the Sixth Form of around 160 students. Pupils are drawn from our eight cluster schools and a wide range of other primary schools from across the Wrexham, Cheshire and Shropshire area.

Realise Your Potential

The Maelor School is a high performing, inclusive school with a family feel. Our vision is to encourage our young people to be the best version of them: 'Realise their Potential'.

Our school has a welcoming and exciting learning environment where we:

- provide a rich, diverse and challenging education through excellent and innovative teaching and learning;
- celebrate success, promote a "can do" attitude and inspire our pupils to 'Realise their Potential';
- support personal development, social responsibility and self-confidence;
- develop the attitudes and skills that support a healthy and happy life;
- work in partnership with parents/carers and the community;
- and provide a nurturing environment where students and staff are happy and confident.



Our Curriculum Lower School Years 7-9

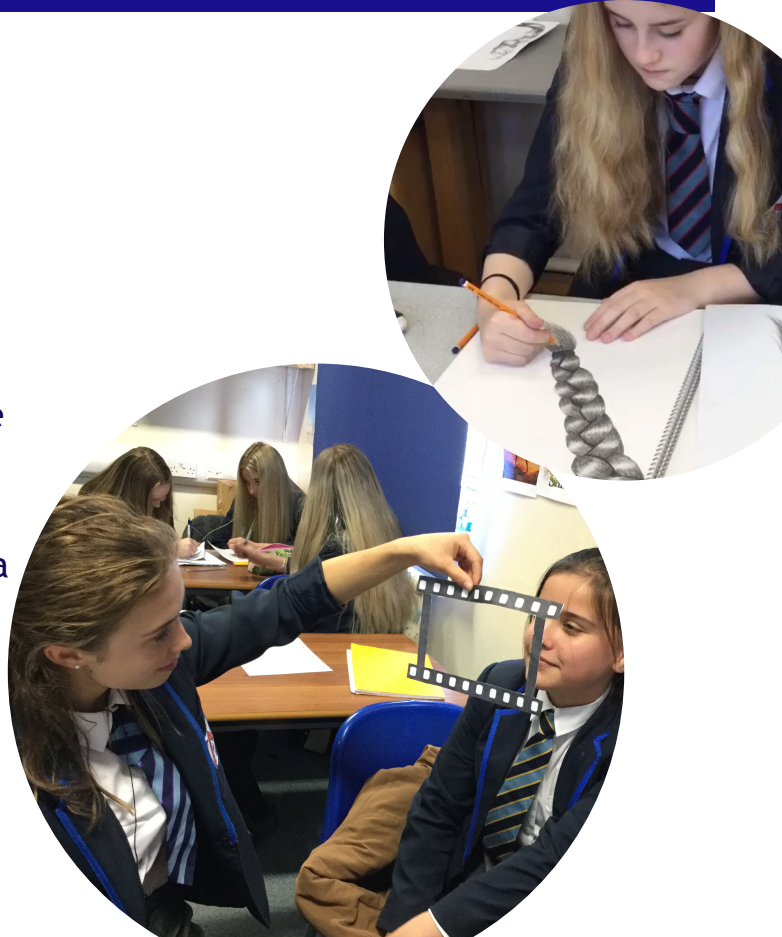
Each pupil is allocated to a tutor group under the specific care of a form tutor. In Year 7, pupils are taught initially in their tutor groups and subsequently in ability-based bandings. In Year 8 and upwards, pupils are placed in ability bands in most subjects. We have high expectations for all our learners and provide a curriculum which is accessible, inclusive and challenging, offering rich learning experiences

During Years 7 to 9 pupils follow a broad and balanced curriculum which incorporates all six Areas of Learning and Experience:

1. Languages, literacy and communication (English, Welsh and French)
2. Mathematics and numeracy (maths)
3. Science and technology (science, digital learning and design technology)
4. Humanities (history, geography, religion, values and ethics)
5. Expressive arts (art, music, media and performing arts)
6. Health and wellbeing (PE, personal, social & health education and food & nutrition)

Our Curriculum Upper School Years 10-11

The core curriculum consists of English language and literature, maths and numeracy, science, Welsh, PSHE, RE, PE and Welsh Baccalaureate. Pupils can also pick three option subjects from a very wide variety including computer science, outdoor learning, French, business studies, PE, media studies, art, music and drama.



Our Curriculum- Sixth Form

Our choice of Level 3 subjects, (A Level and BTEC courses) is comprehensive and we continue to expand these courses in response to student and employee needs. Currently, we offer the following subjects from the curriculum areas below:

THE ARTS

Art, Craft & Design
Media Studies
Music
Product Design

BEHAVIOURAL SCIENCE

Criminology
Psychology

SCIENCES

Biology
Chemistry
Medical Science
Physics

BUSINESS

Business
Computer Science
Economics
ICT

COMMUNICATIONS

English Language
English Literature
French
Welsh

HUMANITIES

Geography
Government & Politics
History
Religious Studies

MATHEMATICS

Further Mathematics
Mathematics

HEALTH & WELLBEING

Physical Education
Advanced Skills
Baccalaureate Wales



Extra-Curricular Activities

Opportunities beyond the classroom are an important element of our school provision and we run a wide variety of sports, music, chess and computing clubs. We also offer the opportunity to take part in residential trips throughout the pupils' time with us and enrich the learning in classrooms by taking pupils on field trips to theatres, galleries and outdoor spaces. Each year we hold three performance opportunities for pupils interested in the expressive arts, including a musical production.



Student Leadership Team

The overall aim of the Maelor School Student Leadership Team is to provide opportunities to ensure learners feel they are making an exceptionally strong contribution to influencing aspects of school life. The Student Leadership Team are encouraged to have a voice to:

- shape decisions made by Maelor Penley staff leadership teams and teachers;
- provide opportunities for learners to hear the views and ideas of other and share ideas;
- see their ideas in action in the day-to-day life of the school.

When all pupils participate in their education, they have more positive attitudes towards their learning and are more enthusiastic about school life.



Learning at The Maelor School

*“Tell me and I forget, teach
me and I may remember,
involve me and I learn”*
Benjamin Franklin

Assessment

Assessment for Learning sits at the heart of teaching and learning at the Maelor School. Assessment takes place continually throughout the learning process, using a variety of techniques. Effective feedback informs learners of the progress they are making and allows them to make improvements to their work. Assessment informs teachers’ planning throughout the year to ensure we are meeting the needs of all our learners and securing excellent progress. It is our goal to develop our learners’ assessment literacy through the use of clear criteria and analysis of model answers, thus enabling them to be actively involved in the assessment process and become independent, reflective learners as they progress through school and into the Sixth Form.

Summative assessment is also used throughout the academic year at specific key points. This will include formal testing, written tasks, oracy assessments and practical tasks depending on the subject area. In Lower School, the Welsh Government Personalised Assessments are also carried out twice a year.

All assessment data is tracked and monitored by teaching staff to ensure pupils are developing the skills and knowledge they need to progress and achieve their potential. If we become concerned about the levels of progress being made, we will liaise with parents and carers to ensure appropriate support is put in place for their child.

Reporting

At The Maelor School it is very important to us that there is a clear dialogue between school and parents and carers. As part of this, we want you to feel fully informed about your child’s progress in school. Assessment information is shared in the form of progress checks and formal school reports. Progress checks are a ‘snapshot’ of attainment to share the progress your child has made that term. The formal school report is a longer more detailed summary of your child’s progress that academic year. In the Lower School, you will receive one per term, in the GCSE and A-level years you will receive them half termly.

There is the opportunity to discuss your child’s progress with their subject teachers in a Parents’ Evening each academic year. However, should you have questions or concerns you wish to raise at an alternative time, we strongly encourage you to contact the Head of Year for your child’s year group. They will liaise with you and will be happy to offer support.

Learning at The Maelor School

Homework

Homework is an important part of the work of the school as it provides an opportunity for consolidating work introduced in the day, to follow-up work in depth and to make use of learning opportunities outside the classroom. It is also useful in helping pupils develop their independent learning skills and prepare them for the demands of external assessments in the Upper School.

Pastoral Care

It is of the utmost importance that our pupils feel safe and cared for in school; developing high quality relationships between staff and learners is key to ensuring this. Pastoral care is the responsibility of every member of staff. Every pupil starts their day in registration with their form tutor. This daily contact - which includes clear routines such as checking in, uniform and equipment checks, shared reading and assembly time - fosters clear safety cues so that pupils feel protected. Worries, anxieties, or any matter of concern can be picked up and addressed at an early stage. The tutor will also lead on developing personal and social skills during Pastoral Guidance days. The form tutor is the first point of contact for parents as they will know your child the best.

The tutor team for a year group is overseen by the Head of Year; they will monitor the learners in their year group to ensure they are all thriving and making excellent progress. They work with the form tutors and teaching staff to address concerns and ensure effective communication with parents. The pastoral care provided by the teaching staff is further supported by our pastoral officers who are non-teaching staff and available throughout the school day.

Positive Assertive Discipline

The Maelor School is a caring community with a purposeful learning environment. Our Positive Assertive Discipline Policy defines clear, high expectations for learners' behaviour. This is reinforced through relentless positivity, praise and encouragement. Our focus is on the behaviours we want to see in the school community.

There is a staged system for managing behaviour that falls below our expectations. The aim is to give learners the opportunity to make better choices and prevent disruption to learning. At Stage 3 a notification is sent home and Stage 4 the pupil is given an alternative location to work in. This system allows us to create a positive classroom environment, where pupils can maximise their learning with minimal lesson disruption.



Learning at The Maelor School

Rewards

Our reward system seeks to acknowledge the consistent good behaviour and work of pupils, in addition to rewarding outstanding performance or especially praiseworthy contributions to the life of the school. Achievement Points are used to reward individual excellence, exceptional effort or a marked improvement in performance in the classroom. We also use achievement points to recognise kindness, helpfulness and thoughtfulness across the school community in lessons and during free time. Achievements are communicated regularly with parents via email. Regular 'celebration assemblies' allow us to share successes and achievements across each year group.

Attendance

Excellent attendance at school is an important factor in the overall achievement of pupils. At the Maelor School we will work closely with you, to help you monitor your child's attendance. We will communicate attendance levels with you regularly. For any pupils experiencing difficulties with attending, we will work with the family to help identify and address any barriers to attending.

The School Day

School starts at 8.55am and finishes at 3.30pm. There are five one-hour lessons each day, giving a total of 25 hours teaching time per week.

Morning

Registration	08.55 am
Lesson 1	09.15 - 10.15am
Break	10.15 - 10.30am
Lesson 2	10.30 - 11.30am
Lesson 3	11.30 - 12.30pm
Lunch	12.30 - 1.25pm

Afternoon

Registration	1.25 - 1.30pm
Lesson 4	1.30 - 2.30pm
Lesson 5	2.30 - 3.30pm



Transport

Free Transport

Wrexham County Borough will provide assisted home to school transport under the following circumstances:

- where a child resides over three miles from their nearest appropriate* secondary school.
- where the route to school is considered to be hazardous by the County Borough Council.
- where a child requires transport on medical grounds and no suitable public transport exists.
- where transport to an identified school is essential in a pupil's Individual Development Plan (IDP). This would normally be on medical, social or educational grounds, and would be deemed essential in the context of other criteria identified in this policy.

**An appropriate school is deemed to be the nearest school that provides education for the relevant age and ability of a pupil.*

If you believe you are eligible for free transport, please contact:

Wrexham County Borough School Transport Department on (01978) 292056.

Paid Transport

The school provides a number of routes to the school for those pupils who wish to attend The Maelor School but do not qualify for free transport. If you would like further information regarding school transport routes and cost, please contact our Transport Co-Ordinator:

Mr. Andy Heron (Transport Co-Ordinator) 01948 832010 transport@maelorschool.org.uk

Dining

A wide range of foods can be purchased in the cafeteria. Breakfast and drinks are also available during morning break.

Free School Meals

If you feel your child is entitled to free school meals, please contact the Wrexham County Borough Education Department or complete their on-line application claim form:

<https://www.wrexham.gov.uk/service/school-meals/free-school-meals>



Managing the Transition to Our School

We work closely with our pupils, primary schools and our families to make sure that the transition to our school is seamless.

Our staff will visit your child's primary school regularly during the year and will work closely with Year 6 teachers. Year 6 pupils visit the school for three 'Taster Days' in June, which allows our new pupils to fully understand what life as a Maelor pupil is like. Pupils meet their form tutor and take part in sample lessons with their future class. We also offer an extra day of induction to all those pupils who may be transferring on their own so that they can meet and make friends ahead of the taster days in June. Parents are also invited to meet the Headteacher, senior staff, and the form tutors during an evening meeting in June.

How to Apply for a Place

Applications open on 2nd September 2024 and close on 4th November 2024

Step 1: Complete the online form before 4th November 2024:

<https://www.wrexham.gov.uk/service/school-admissions>

From 2 September 2024 parents are able to submit their applications via the On-line Service. Applications can be made through the medium of English or Welsh and will be received directly by the Local Authority. Parents will be able to access and amend their applications up until the published closing date of 4 November 2024.

Should a parent wish to submit a paper application please contact School Admission on 01978 298991 or email admissions@wrexham.gov.uk

Step 2: You will also need to complete The Maelor School admission form via our school website by 4th November 2024

<https://forms.office.com/e/bdu2MeXeuE>

Please ensure you return both application forms or your application will not be processed.

Do you live outside of Wrexham Borough Council?

Please complete the Wrexham online application form (Step 1 above) and then complete our form (Step 2).

If successful you will be informed of your place at The Maelor School by the 3rd March 2025.

Admissions Policy

The school complies with the Education Act 2009 which gives priority to the admission of Looked After Children. In the event of admissions applications exceeding our standard number of 130, the governors have agreed that the following criteria should be applied in the order of priority shown:-

Oversubscription Criteria:

“Looked After Children” and “previously looked after children”

Attendance at the feeder primary schools in the Maelor: Ysgol Sant Dunawd - Bangor on Dee, Bronington Aided Primary - Bronington, Eyton V. Controlled Primary - Eyton, St Chad's V.Aided Primary School - Hanmer, St Paul's V. Aided Primary - Isycoed, Madras Church in Wales Aided Primary - Penley, Ysgol Deiniol C. P. - Marchwiel, St. Mary's Aided - Overton on Dee and Borderbrook V.C. Primary -Tallarn Green.

Siblings of pupils already attending the 11-16 part of the school. [Brothers and sisters whether full, half, step or foster will be considered relevant where living together in the same family household and address and where the older child will still be registered at the school when the younger child would be eligible to attend. Children residing in the same household as part of an 'extended family' such as cousins, will not be treated as siblings. Siblings will be in years 8-11 when the younger child is due to start.]

Proximity - Priority is given on the shortest distance [Distances are measured by the shortest available walking route from home to school, which may include public footpaths. The shortest available route is one along which it is considered safe for a child without a disability or learning difficulty to walk the route, or with an escort if the age of the child would call for such in accordance with the Welsh Government - 'Learner Travel Statutory provision and Operational Guidance'.]

In the event of being oversubscribed in criteria 2 and 3, the distance as set out in criteria 4 will be used as a tie break.

Declined a Place: If you are refused a place after the school has applied the above admissions criteria you have a right to appeal to an independent appeals panel. In order to do this a Parent/Carer should request an appeal in writing to the “Clerk to the Appeals Panel” at the school’s address.

Multiple Births Admission Criteria: When the Governing Body are considering twins, triplets or other multiple births for one remaining place, the family will be offered the place and may decide (a) if they accept it for one sibling whomever they decide or (b) they decline the place and it is offered to the next person in the allocation after the twin/triplets/multiple births. Please note the multiple birth sibling(s) would not be given priority on admission other than considered as a sibling link once the family had accepted the place(s) offered for one of the twins/triplets/multiple births.

Waiting List:

The Maelor School will maintain a waiting list following the allocation of places during the normal admissions round. The waiting list will remain in place until the 30th of September in the school year in which the application is made. For mid school transfer applications, the Maelor School will keep the application on the waiting list for the academic year in which the application is made.

Thereafter parents should make a fresh application for admission. If additional places become available while the waiting list is in operation, they will be allocated to children on the waiting list based on the oversubscription criteria and not on the date of the application. If places become available prior to the appeals hearing they will be filled from the waiting list.

Late Applications:

Applications received after the published closing date will be treated as a late application. Late applications will be considered using the same published criteria. However, if the school is over-subscribed then any late applications will be looked at after those applications received by the closing date.

Applications outside the normal admission round:

The school will apply the admission policy to all applications received outside the normal admissions round or for other year groups (mid school transfers) using the criteria and arrangements set out above.