



## Report summary for parents and carers on Ysgol Emmanuel

**Date of inspection: June 2023**

by Estyn, His Majesty's Inspectorate for Education and Training in Wales

# Overview

The headteacher, through transformational leadership, has in a relatively short period of time created a highly effective team ethos amongst staff, which is built on positive relationships, trust and collaboration. She has brought out the very best in the school's staff by encouraging and empowering them to make the best use of their skills and experience, for example by providing outstanding support for pupils and their families in the local community. Overall, school leaders address national priorities well, including curriculum and additional learning needs (ALN) reform and tackling the impact of poverty on pupil progress. Through robust monitoring, leaders are aware that they need to improve the standard of pupils' Welsh language. Across the school, leaders, including school governors, have high expectations of themselves and staff and high aspirations for all pupils.

Nearly all pupils enjoy their time at Ysgol Emmanuel Primary School. They develop high levels of respect for the adults who look after them and trust that staff will always act in their best interests. They behave well, engage positively with the varied range of learning experiences and opportunities that the school provides and develop a strong sense of belonging to its community. During their time at the school, most pupils, including those in the nurture and resource provisions, make good progress from where they start. They develop a love of reading and speak with excitement about their learning, particularly about opportunities to be physically active. Although they develop good mathematical skills and knowledge, they do not always use these skills often enough in their work across the curriculum. Pupils' attitudes to learning are very good. Most are eager to do well and to take on new challenges. In a few classes, pupils are beginning to develop useful skills that help them to reflect on their learning and to think about how they could improve their work. However, pupils do not generally have enough opportunities to engage in this important work.

Staff know the pupils, their needs and interests extremely well. In the mainstream school and the nurture and resource provisions, they provide high levels of care, support and guidance that enable pupils to enjoy school and participate effectively in learning. Staff provide a broad and balanced curriculum that matches the ethos and aspirations of the Curriculum for Wales. This is evident in work to explore ideas such as 'belonging' that provide good opportunities for pupils to develop their skills, knowledge and understanding. Teachers use a range of strategies, such as effective questioning techniques, to support pupils' understanding. Throughout the school, they plan valuable opportunities for learning through practical activities and exploration. For example, the well-considered provision for play enables pupils to develop their communication, personal, social and physical skills successfully.

# Recommendations

- R1 Strengthen the quality of feedback to pupils so that they understand how to move their learning forward
- R2 Provide more opportunities for pupils to extend their numeracy skills across the curriculum
- R3 Improve pupils' Welsh language skills

## What happens next

The school will draw up an action plan to show how it is going to address the recommendations.

Estyn will invite the school to prepare a case study on its work in relation to Implementing a whole-school approach to well-being, for dissemination on Estyn's website.



## School context

Name of provider	Ysgol Emmanuel
Local authority	Denbighshire County Council
Language of the provider	English
Type of school	Primary
Number of pupils on roll	466
Pupils of statutory school age	348
Number in nursery classes	59
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 23.0%)	52.2%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 16.1%)	19.5%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	4.0%
Date of headteacher appointment	01/01/2020
Date of previous Estyn inspection (if applicable)	01/01/2015
Start date of inspection	05/06/2023

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