A report on

Ysgol Bryn Clwyd
Llandyrnog
LL16 4EY

Date of inspection: February 2017

by

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Publication date: 05/05/2017

Context

Ysgol Bryn Clwyd is in the rural village of Llandyrnog, near Denbigh. The school serves the village and surrounding area and is within Denbighshire local authority. It provides education for pupils aged between 3 and 11 years. There are currently 31 pupils at the school, four of whom attend the nursery on a part-time basis with the remaining pupils in two mixed aged classes.

Around 21% of pupils are eligible for free school meals, which is similar to the national average. A few pupils have additional learning needs at around 30% of the cohort. This proportion is slightly above the national average.

A very few pupils speak Welsh at home and most pupils' home language is English. Nearly all pupils are from a white British background.

The head teacher has been in post since March 2015 and shares his time between Ysgol Bryn Clwyd and Ysgol Gellifor as part of a formal federation. The school was last inspected in December 2010.

The individual school budget per pupil for Ysgol Bryn Clwyd in 2016-2017 means that the budget is £8,267 per pupil. The maximum per pupil in the primary schools in Denbighshire is £8,267 and the minimum is £3,066. Ysgol Bryn Clwyd is first out of the 46 primary schools in Denbighshire in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The current performance is good because:

- Most pupils make good progress and achieve well, including those with additional learning needs
- Most pupils have good speaking and listening skills, can read well and produce neat, well-presented and good quality written work in different forms across the curriculum
- Nearly all pupils make strong progress in developing their mathematical knowledge and understanding and many can apply their numeracy skills effectively in other areas of the curriculum
- Many pupils develop their skills in information and communication technology (ICT) well and use a variety of software packages confidently to publish their work
- The behaviour of nearly all pupils is exemplary
- Nearly all pupils are good at taking turns and are willing to listen to the opinions of others
- Pupils work effectively and cooperatively in groups to share and to develop their thinking

Prospects for improvement

The prospects for improvement are good because:

- School leaders work effectively with pupils and staff to develop a shared vision for continuous improvement
- The headteacher provides calm and considered strategic leadership to the federation of schools
- Leaders identify and implement strategies successfully to improve leadership, provision and outcomes for pupils
- Assistant headteachers contribute purposefully to leadership tasks such as analysing data and setting strategic priorities
- School leaders evaluate the quality of the school's work systematically through a well-planned cycle of monitoring activities
- Overall, the school's self-evaluation processes provides leaders with an accurate understanding of its main strengths and areas for improvement. They use this information well to secure improvement
- Governors have a sound understanding of the strengths of each school within the federation and their priorities for improvement

Recommendations

R1 Improve opportunities for all pupils to influence matters that affect them at school

R2 Ensure that planning builds systematically on pupils' existing knowledge, understanding and skills across all areas of learning

R3 Further develop the skills of senior leaders to improve teaching and learning

R4 Ensure that monitoring activities evaluate the impact of the school's provision on pupils' standards and progress effectively

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Most pupils enter the school with skills, knowledge and understanding that are broadly in line with the expected level for their age. By the time they leave school, most pupils, including pupils with additional learning needs, make good progress and achieve well.

In the Foundation Phase, most pupils listen attentively and talk confidently to visitors about their learning, using vocabulary that is appropriate for their age. They express opinions, giving sensible reasons for their thoughts. Many extend their ideas by sequencing what they say, for example when deciding which toppings to add to a pancake. In key stage 2, nearly all pupils listen with interest to adults and each other and sustain their level of concentration well. Most use their speaking skills effectively, for example when choosing adjectives to use in their video clips about pictures of Egypt.

In the Foundation Phase, most pupils apply many suitable techniques to help them understand what they are reading. For example, they use phonic skills effectively to read words they find difficult. They read expressively, taking note of speech marks and other punctuation. In key stage 2, most pupils read with good expression, intonation and awareness of punctuation. Most enjoy reading and show an appropriate understanding of characters and plot. In many cases, pupils make sensible predictions about what may happen based on their previous knowledge and understanding of the story. They use their research skills successfully to scan for and extract information, for example when finding out about rainforests.

In the Foundation Phase, most pupils develop their writing skills well. They show a good understanding of spelling and sentence structure and have a sound awareness of basic punctuation. Most show good understanding of the purpose of writing when they write in different forms, such as when including a beginning, a middle and an end in their stories about dragons. In key stage 2, most pupils gain a good understanding of a wide range of styles and forms of writing for different purposes. They have a wide vocabulary and use metaphors, similes and adjectives effectively to improve the liveliness of language and engagement for the reader. They usually apply their writing skills well in other subjects. For example, in their history work, pupils write a logical list of ingredients to create make up that the Egyptians used. The minority who are more able in key stage 2 make very good progress in their writing skills across the curriculum. Across the school, most pupils produce neat, well-presented written work.

Nearly all pupils make strong progress in developing their mathematical knowledge and understanding. Many can apply their numeracy skills effectively in other areas of the curriculum. For example in the Foundation Phase, many pupils use their data handing skills well to produce bar graphs on the number of goals footballers have scored and a tally chart about Arctic animals. Many pupils in key stage 2 can

measure and record the elasticity of materials in their science investigations and create graphs to communicate their results effectively. By the end of key stage 2, pupils can apply their reasoning and problem-solving skills well.

Most pupils make good progress in developing their Welsh language skills. They show enthusiasm towards learning and using the language. In the Foundation Phase, pupils follow instructions and usually respond to questions in Welsh appropriately. Many recall and pronounce common words well, such as the names of animals. In key stage 2, many pupils speak confidently when reciting poems and when using simple Welsh phrases and greetings. They read Welsh text with adequate levels of fluency, but their understanding and comprehension of what they have read is limited. Most are beginning to write simple sentences successfully. For example, they write letters to Sion Corn to describe themselves and their interests.

Many pupils develop their skills in information and communication technology (ICT) well. Nearly all pupils have a sound understanding of e-safety. Many use a variety of software packages confidently on both desktop and hand-held computers to produce leaflets and posters, and to publish their written work. In the Foundation Phase most pupils can write simple text on a word processing application and produce pictures to support their writing. In key stage 2, pupils communicate and present information imaginatively using word processing programmes, digital cameras and applications to create video clips with sounds. Most pupils make good use of the internet to research many topics and use this knowledge to produce informative presentations that include sounds and graphics. Pupils' skills in creating and exploring their own spreadsheets and databases is developing appropriately.

The small number of pupils at the end of both key stages means that it is difficult to identify trends in pupil performance or to draw valid conclusions about the school's performance in comparison with other similar schools. As a result, the data shows that pupils' performance in teacher assessments at the expected and higher outcomes at the end of the Foundation Phase and key stage 2 has generally fluctuated between the top 25% and the bottom 25% in comparison with similar schools over the last four years. Small pupil numbers make comparisons of the performance of pupils eligible for free school meals and of the performance of boys compared to girls unreliable.

Wellbeing: Good

The school is a happy and supportive community where nearly all pupils demonstrate a strong sense of belonging. Pupils feel happy and safe in school and know what to do if they need support or help. Nearly all pupils have a clear understanding of the need to maintain a healthy lifestyle and of the importance of a balanced diet and taking regular exercise. Many pupils participate in sports and health-related extra-curricular activities, such as gymnastics and netball. Many pupils understand the importance of developing a healthy body and mind by taking part in worthwhile yoga lessons.

The behaviour of nearly all pupils is exemplary in classes and around the school. They show respect and concern to adults and their peers, and take particular care of each other as they interact in lessons and during break times and around the school.

Most pupils take part in classroom discussions with maturity and sustain their concentration well. Nearly all are good at taking turns and are willing to listen to other pupils' opinions. They work effectively and cooperatively in groups to share and to develop their thinking.

Members of the school council and the eco-committee take their roles seriously and express their ideas clearly. For example, they have established a wellbeing suggestion box at the school to share their feelings or concerns appropriately and have sold produce from the garden to develop worthwhile science and entrepreneurial skills. Pupils feel that staff listen to their ideas and believe that they could make further positive contributions to school life in terms of what, and how, they learn. However, this is at a relatively early stage and the school council does not currently involve pupils from the Foundation Phase well enough in its activities.

Pupils have good links with the local community. For example, they sing in the local church and other venues at Christmas. Pupils regularly raise money for charities, including supporting annual events such as 'Den Day' and a 'Readathon' challenge to help others in need.

Most pupils arrive at school on time. Although the relatively small pupil numbers make comparisons difficult, the rates of attendance over the last four years generally places the school above the median when compared to similar schools.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides good quality learning experiences that meet the needs of all pupils effectively. Learning experiences are imaginative and stimulate most pupils' interest successfully. Long, medium and short term planning is not always linked coherently enough. As a result, planning for the curriculum does not always build systematically enough on pupils' existing knowledge, understanding and skills.

Teachers ensure that pupils acquire the necessary literacy, numeracy and ICT skills to be able to access the wider curriculum successfully and to develop these skills well in a range of contexts in both key stages. Teachers plan learning activities that promote pupils' independence well and develops their problem solving and thinking skills effectively. The good range of extra-curricular activities, clubs and various visits enrich the curriculum and learning experiences successfully for pupils.

Staff promote the Welsh language well and provide suitable activities, which enables most pupils to make good progress. They provide pupils with worthwhile opportunities to learn about the culture and history of Wales, by visiting a variety of historical sites and other interesting places such as Cardiff and the Urdd camp at Glan-llyn. Activities such as assemblies and Urdd competitions along with interesting curricular activities such as baking 'cacennau cri' enhance pupils' cultural awareness effectively.

There is effective provision to enable pupils to learn about sustainability and develop an understanding of the role they and others play in society. Pupils have a good awareness of the importance of saving energy, recycling and reducing waste. Provision for global citizenship is developing appropriately within the school.

Teaching: Good

Teachers plan and deliver lively lessons that engage pupils well. They maintain pupils' involvement successfully by varying the activities and using a wide range of materials and electronic resources. They make effective use of a good range of teaching strategies that promote positive behaviour and enable pupils to succeed in their tasks. Most lessons proceed at a brisk pace and sustain pupils' interests well. Lessons have a clear structure with appropriate learning objectives and success criteria. Teachers and support staff successfully encourage pupils to co-operate with each other during lessons, and ask probing questions that encourage pupils to think for themselves.

Teachers use assessment for learning strategies well. For example, they encourage and support pupils to evaluate the quality of their own work, and that of their peers successfully. Teachers and support staff provide pupils with timely feedback that enables them to improve their work effectively. Opportunities for pupils to consider and respond to written feedback in more detail is developing appropriately. For example, teachers help pupils reflect on the first drafts of their written work and suggest ways that they can improve these as part of a re-drafting process.

Teachers and support staff know their pupils well. They use a range of assessments to measure how well pupils achieve and collect and analyse a range of valuable data on the progress of individual pupils, groups, and cohorts across the school. They monitor pupils' progress closely, to identify where support is required and to set accurate and challenging targets.

Parents receive worthwhile information about their children's progress and wellbeing in detailed end-of-year reports and regular parents' meetings.

Care, support and guidance: Good

The school is a happy and welcoming community in which pupils feel safe. Staff promote positive behaviour well and develop pupils' social and emotional skills successfully. There are good opportunities for pupils to reflect and develop their spiritual, moral, and social attitudes effectively through school assemblies and numerous activities in the local community. Visits to local art centres and historical sites promote pupils cultural development well.

The school has effective arrangements to promote healthy eating and drinking. Pupils take part in many activities in school and after school clubs that promote their physical development well. This enriches pupils' experiences and contributes to their wellbeing.

Procedures for maintaining and improving attendance and punctuality are effective. Good use is made of specialist agencies including the police, language therapists, a counselling service, educational psychologists and the health service. These ensure pupils receive appropriate help and support.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Provision for pupils that have additional learning needs is effective. Procedures are thorough, and enable staff to identify pupils' needs at an early stage. Staff use purposeful intervention programmes to respond to the needs of individuals and groups successfully. Staff provide pupils that have additional learning needs with detailed individual education plans that include clear targets, and discuss these with parents when they review them. As a result, nearly all these pupils make good progress against their targets.

Learning environment: Good

The school is an inclusive community where pupils are valued. The school's caring ethos encourages pupils to have respect and tolerance for others. The staff ensure that these values have a natural focus within the day-to-day life of the school. All pupils have equal access to the curriculum and to the wide range of extra-curricular clubs on offer.

The school has developed its grounds successfully to enhance pupils' learning and physical development. Pupils have access to a range of outdoor areas including one designed to develop their survival skills. This makes a good contribution to their appreciation of the environment and to their general wellbeing. Throughout the school there are examples of displays which celebrate pupils' work and local heritage effectively. The school buildings are clean and maintained well, providing an environment where pupils feel safe and secure.

Key Question 3: How good are leadership and management?	Good

Leadership: Good

School leaders have worked effectively with pupils and staff to develop a shared vision for continuous improvement. This vision meets the needs of each school within the federation well. The headteacher is pro-active in seeking out collaborative work with other local schools to secure improvements, and provides calm and considered strategic leadership to the federation of schools. Leaders identify and implement strategies successfully to improve leadership, provision and outcomes for pupils. For example, robust arrangements for the performance management of staff improve the work of individual teachers significantly. However, leaders do not share this and other aspects of best practice across the federation well enough. Staff are beginning to collaborate successfully, for example to moderate standards of work and to share curriculum planning.

There is a suitable staffing structure to meet the needs of the schools. Arrangements to distribute leadership responsibilities are generally effective. Assistant headteachers contribute purposefully to leadership tasks such as analysing data and setting strategic priorities. They also lead the provision for pupils with additional learning needs successfully. However, their role in leading teaching and learning is at an early stage of development. Staff with responsibility for other improvement initiatives generally undertake their duties well. This supports the school to make good progress in implementing national priorities such as the Literacy and Numeracy Framework.

Governors have a sound understanding of the strengths and improvement priorities of each school within the federation. They hold the schools to account appropriately for its performance. They contribute appropriately to self-evaluation and school improvement processes. For example, the curriculum committee carry out useful audits of the school's provision for ICT. Governors volunteer at school to provide useful curriculum support, for example to help with Welsh reading. They question school leaders appropriately about the deployment of resources, for instance to improve provision for more able pupils. Governors monitor expenditure carefully and ensure that financial resources support school improvement suitably.

Improving quality: Good

School leaders evaluate the quality of the school's work systematically through a well-planned cycle of monitoring activities. These cover most aspects of its work and follow a consistent format across the federated schools. Leaders analyse performance data well. For example, regular pupil performance reviews and diagnostic test analysis support leaders to plan provision for pupils effectively. The headteacher monitors teachers' planning carefully to ensure that there is good provision for developing pupils' literacy, numeracy and ICT skills in a systematic way. All staff contribute appropriately to self-evaluation processes and to setting priorities for improvement. They gather a wide range of first-hand evidence through observing lessons and scrutinising pupils' work. However, these monitoring activities do not evaluate well enough the impact of the school's provision on the standards achieved by pupils or the progress they make. Pupils contribute to self-evaluation activity occasionally. For example, they requested additional opportunities to learn outdoors. Leaders have responded to these views promptly, for example by developing effective provision for mathematics in the outdoor environment.

Overall, the self-evaluation process provides leaders with an accurate understanding of the school's main strengths and areas for improvement. They use this information well to secure improvement. Development plans are detailed and identify costs, timescales and suitable success criteria. Leaders use funding well to implement these plans successfully, for example to raise standards in mathematics and to improve the quality of provision for developing pupils' ICT skills. There are good arrangements to support school improvement with relevant professional development opportunities such as the outstanding teacher programme. Leaders monitor progress towards achieving improvement goals well.

The school responds positively to the findings of external reviews. For example, beneficial work with the regional consortium has supported the school to develop consistent self-evaluation and improvement planning procedures.

Partnership working: Good

An extensive range of successful partnerships supports pupils' progress and wellbeing effectively. Parents and community members make valuable contributions to the school's work, for example by raising funds to purchase resources and providing valuable learning experiences, such as the eco and gardening clubs. There is effective communication between the schools and parents, for example through weekly newsletters. These celebrate the schools achievements and help parents to support their child at school.

There are beneficial links with pre-school groups that help pupils to settle smoothly into the school. There are suitable arrangements to support the transfer of pupils to secondary education. These include a useful range of induction activities and appropriate information sharing in relation to pupils' prior attainment. There are effective processes with the local cluster of schools to moderate the accuracy of teachers' assessments at the end of Year 2 and Year 6. Links with local primary schools are developing well and joint activities and observing good practice have a positive impact on standards and pupil wellbeing.

Worthwhile partnerships with the local authority and regional consortium have a positive impact on the school's work. There are purposeful links with a good range of organisations within the community and local businesses. An innovative partnership with a local creamery provides pupils with valuable learning experiences that enable them to develop their design and presentation skills. Pupils also benefit from support of parents and community volunteers in improving their Welsh reading skills and their confidence in speaking Welsh outside the classroom environment.

Resource management: Good

The school has a suitably qualified team of teachers and support staff that deliver the curriculum effectively. Leaders deploy staff efficiently and ensure that they make good use of staff expertise. All teachers have sufficient planning, preparation and assessment time. This ensures that they support pupils well to make good progress in learning. Leaders manage the accommodation, sites and resources well.

Leaders identify valuable opportunities for teachers to develop their professional skills to improve their practice and meet school improvement goals. For example, staff training is effective in enabling pupils to use ICT skills across many aspects of their work. Staff contribute effectively in professional learning networks with other schools to share good practice. The federation works collaboratively and effectively to develop areas such as the Foundation Phase practice.

Leaders and governors maintain good control of the schools' financial resources and anticipate future spending needs well. Where relevant, they make appropriate use of the Pupil Deprivation Grant. As a result, most targeted pupils make good progress, for example by improving their writing and numeracy skills.

Due to the good standards that pupils achieve and the quality of the provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase and key stage 2 performance data available for this school. Where this is the case, we do not include a table of performance data.

Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	22		22	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	22		22	0		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			100%	0%		
			92%	8%		
I know who to talk to if I am worried or upset.	22		22	0		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			100%	0%		
			97%	3%		
The school teaches me how to keep healthy	22		21	1		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			95%	5%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	22		22	0		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			100%	0%		
			96%	4%		
I am doing well at school	22		22	0		Rwy'n gwneud yn dda yn yr ysgol.
			100%	0%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	22		22	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	22		22	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	22		21	1		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			95%	5%		
			90%	10%		
I have enough books, equipment, and computers to do my work.	22		22	0		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			100%	0%		
			95%	5%		
Other children behave well and I can get my work done.	22		21	1		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			95%	5%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	22		21	1		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			95%	5%		
			84%	16%		

Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

Appendix 3

The inspection team

Tony Bate	Reporting Inspector for the federation
Vanessa Bowen	Team Inspector
Owen Jenkins	Lay Inspector
Dilys Ellis-Jones	Peer Inspector
Richard Monteiro	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.