

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**YSGOL EMMANUEL  
VICTORIA ROAD  
RHYL  
DENBIGHSHIRE  
LL18 2EG**

**School Number: 663/2060**

**Date of Inspection: 4<sup>th</sup> – 7<sup>th</sup> October 2004**

**by**

**Mr M D Jones  
78185**

**Date: 6<sup>th</sup> December 2004**

**Under Estyn contract number: T/8/04P**

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Ysgol Emmanuel was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Emmanuel took place between 4<sup>th</sup> and 7<sup>th</sup> October 2004. An independent team of inspectors, led by Mr M D Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

## Year groups and key stages

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

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	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

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## Context

### The nature of the provider

1. Ysgol Emmanuel, situated close to the centre of the seaside town of Rhyl in North Wales, is a co-educational community Primary School catering for pupils aged 3 to 11 years. The school offers part-time Nursery provision and has a resourced moderate learning difficulties unit.
2. The area from which the pupils are drawn is considered to be economically disadvantaged, with 33 per cent are entitled to receive free school meals. This is higher than the national average.
3. Nearly all pupils (99 per cent) are of white ethnicity, and no pupil comes from a home where Welsh is the main language. Three pupils receive support for English as a second language (EAL) and five pupils are 'looked after' by the local authority.
4. A total of 157 pupils are identified as having special educational needs; 47 on school action and 110 on school action plus. 24 pupils have statements of special educational needs, including 15 who attend the resourced provision unit.
5. The present number of pupils on roll is 424, including 50 who attend part-time in the Nursery (25 in the morning and 25 in the afternoon). There are 19 full-time teachers (including the headmaster) with 12 full-time and 1 part-time classroom support assistants.
6. The school's mission statement is:  
  
"To create a happy, secure and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their potential as human beings." ..... 'Learning Together'
7. The head teacher has been in post since January 2002
8. The school was last inspected in March, 1999.

### The school's priorities and targets

9. The school's major priorities and targets for 2004 – 2005 include:
  - improving planning for key skills across the curriculum;
  - developing long and medium-term plans in the foundation subjects;
  - further developing the whole school monitoring system, to include the foundation subjects;

- introducing an assessment and recording procedure for the foundation subjects;
- improving the consistency and quality of differentiation and marking.

## Summary

10. Ysgol Emmanuel is a rapidly improving school. It has many good aspects, and some outstanding features, particularly in terms of caring, guiding and supporting children. Good progress has been made in addressing the issues raised in the last inspection. The inspection team agreed with most of the judgements made by the school in the self-valuation document.

### Table of grades awarded

11. The inspection team judged the school's work as follows:

Key question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	3
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	3
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

### Standards

12. The pupils' standards of achievement in the subjects observed in lessons are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	61%	34%	0%	0%

13. In this inspection, six subjects in key stages 1 and 2 were inspected. The standards of achievement in those subjects are as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	3	2
Science	2	2
History	3	3
Geography	3	3
Physical education	2	2
Religious education	3	3

14. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.
15. Children in Nursery and Reception make good progress in the key skills of speaking and listening. They make satisfactory progress in writing, reading, numeracy and using information and communications technology (ICT).
16. At both key stages 1 and 2, pupils' standards and progress in the key skills of speaking and listening are good. Those in writing, reading, numeracy and using information and communications technology (ICT) are satisfactory.
17. Pupils with special educational needs make good progress and achieve the targets set for them. EAL and 'looked after' children also make good progress and achieve well in their learning.
18. Pupils, including Early Years children, work well together and show good development in their personal and social skills. Early Years children also show good development in problem solving and creative skills through a wide range of activities.
19. Opportunities for self generated investigations are at an early stage of development.
20. Pupils in Key Stage 1 and Key Stage 2 do not use their problem solving and decision making skills sufficiently, as a part of school life or during lessons.
21. Pupils across the school, play only a minor role in the evaluation of their own work.
22. Results over the past three years show significant improvements and demonstrate that implemented strategies are creating advances in English, mathematics and science.
23. At the end of Key Stage 1, in 2004, pupils' attainment in the National Curriculum core subjects of English, mathematics and science are close to local and national averages.
24. At the end of Key Stage 2, pupils are achieving the targets set for the end of key stage assessments in the National Curriculum core subjects in 2004 and,

although below local and national averages, are within the median to upper quartile compared to similar schools in Denbighshire and Wales.

25. Most pupils, regardless of their abilities, have positive attitudes towards their work. They carry out their work with a sense of purpose and, in the most successful lessons, show high levels of concentration and a determination to complete tasks well.
26. Almost all pupils behave responsibly, both on the school yard and during lessons. They are conscious of the need for good behaviour, and see it as an important part of the caring ethos, within which they feel safe.
27. There was no evidence of racism or other forms of unacceptable behaviour. Pupils have a clear understanding of right and wrong and the procedures to follow if they experience any problems.
28. Parents say that standards of pupils' personal and social skills have improved significantly over the last two years.
29. The average attendance for the last three terms prior to the inspection was satisfactory at 90.6 per cent. Most pupils attend school regularly and are punctual at the start of the day. The school actively discourages the taking of family holidays during term time and complies with the current requirement of (NAW) Circular 3/99.
30. Pupils are aware of diversity within their own school community and in society at large.
31. Pupils have some knowledge of the world of work through visits to supermarkets and retail outlets. Older pupils in KS2 speak with some understanding about the positive and negative aspects of advertising.

### **The quality of education and training**

32. During the inspection, the quality of teaching in the 59 lessons observed was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
12%	52%	36%	0%	0%

33. Teachers have good relationships with their pupils and demonstrate good pupil management, particularly when dealing with any misbehaviour. They actively address the issues of gender, race and disability and promote equality of opportunity for all. Arrangements for the care, support and guidance of pupils are a strength of the school.
34. Good use is made of baseline assessment within the Early Years to identify children's next steps in learning and inform activities planned.

35. In KS1 and KS2, assessment is used consistently within the core subjects and is supported by specific activities undertaken in assessment weeks which are held three times each year. A wide range of standardised assessment is used to inform progress, and KS2 test results are carefully analysed to identify areas of weakness. These assessments inform planning in the core subjects effectively.
36. Comprehensive records of pupils' achievements in the core subjects are maintained.
37. The school provides a broad and varied curriculum that successfully engages the interests of pupils and is equally accessible to all.
38. KS2 pupils benefit from equal opportunities to participate in an extensive range of extra curricular activities, including the art club, the school choir and sports clubs. These activities complement and extend the curriculum, including the development of pupils' personal and social skills.
39. The quality of planning for children under-five is very good. Detailed plans are prepared to ensure that the children experience a wide range of stimulating and balanced activities. In KS1 and KS2, medium and short-term planning is good in the core subjects but inconsistent in the foundation subjects.
40. Planning for the foundation subjects lacks the differentiation necessary to ensure that all pupils participate at an appropriate level.
41. Pupils' ability to sustain their interest is frequently impeded by overlong lessons within the timetable.
42. Planning for the development of pupils' key skills in learning and the common requirements of the National Curriculum, including problem solving and the development of creative skills, is insufficiently linked to the curriculum.
43. The provision made for pupils' moral and social development is good and is supported by an effective and comprehensive programme for developing pupils' personal, social and educational skills. Strategies for promoting pupils' cultural awareness are under-developed, particularly in relation to the culture of Wales.
44. The annual reports to parents conform to statutory requirements. Comments made clearly outline pupils' achievements and skills in every subject. Targets set within the report do not identify clearly what pupils' need to do in specific areas.

### **Leadership and management**

45. The headteacher provides the school with a strong and very effective professional leadership, promoting equality and high expectations for all. He has the vision to lead the school forward and clearly identifies the ways in which this can be achieved, listening carefully to the views of his colleagues.

46. The headteacher creates a climate in which staff (teaching and non-teaching) work together as part of a strong team; staff feel valued and are encouraged to give of their best.
47. He is very well supported in his task by the new deputy headteacher who, in her role as curriculum manager, has already formulated well-judged plans to ensure that the Senior Management Team (SMT) and subject co-ordinators have a consistently clear overview of the school's strengths and areas for development. She is instrumental in a number of initiatives for improvement, and leads by example, establishing a very good role model, both in and out of the classroom.
48. The school development plan (SDP) is a useful working document, with clear priorities, and it is regularly reviewed as part of the school's self-evaluation process. The plan identifies costings, timescales and success criteria, and it is supported by well-resourced strategies.
49. There is a sufficient number of well qualified teachers to provide for the educational needs of all pupils, including those with SEN and the under fives.
50. Learning support assistants make a positive contribution to the pupils' progress in their school work. They play an active part in the planning of work and in the evaluation of the outcomes. Teachers and support staff work effectively and collaboratively for the benefit of pupils.
51. Administrative staff make a valuable contribution to the smooth running of the school. Kitchen staff and playground assistants ensure orderliness during the lunchtime break. The caretaker and her staff maintain a high standard of cleanliness in the school. She has a number of roles within the school and provides excellent support in many aspects of school life.
52. The quality and quantity of resources to support work in the subjects in the curriculum are good. Teachers deploy them effectively during lessons to advance pupils' knowledge and understanding.
53. The school buildings are old and need continuous maintenance. The governors and school staff keep a watchful eye upon their condition, and act immediately when any health and safety issue likely to endanger pupils' welfare emerges.
54. Governors and managers budget for school priorities wisely. Spending decisions benefit all pupils within the school. Overall, the school gives good value for money.

## **Recommendations**

55. In order to improve, the school needs to:
  1. raise standards in subjects where shortcomings have been identified;

2. identify Key Skills more precisely in planning, and enhance their use in different subject areas; \*
3. continue to develop manageable procedures for assessing and monitoring standards, particularly in the Foundation Subjects; \*
4. ensure consistency in the marking of pupils' work, the differentiation of learning tasks and pupils' involvement in target setting; \*
5. continue to develop schemes of work in the foundation subjects and provide greater opportunities for developing *Y Cwricwlwm Cymreig*; \*
6. improve pupils' investigational skills and ability to work independently;
7. review the length of some lessons;
8. include comparative information based on National Curriculum Statutory Assessments in the Annual Report to Parents and the School Prospectus.

\* *Already identified by the school as areas for development.*

56. The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key question 1: How well do learners achieve?

#### Grade 3: Good features outweigh shortcomings

57. The findings of the inspection team agree with the school's self-evaluation of this aspect.
58. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that attainment on entry is below the Local Educational Authority average for many children.
59. Pupils with special educational needs make good progress and achieve the targets set for them. EAL and 'looked after' children also make good progress and achieve well in their learning
60. Children in Nursery and Reception make good progress in the key skills of speaking and listening. They make satisfactory progress in writing, reading, numeracy and using information and communications technology (ICT).
61. In both key stages 1 and 2, pupils' standards and progress in the key skills of speaking and listening are good. Those in writing, reading, numeracy and using information and communication technology are judged as Grade 3.
62. Pupils, including Early Years children, work well together and show good development in their personal and social skills. Early Years children also show good development in problem solving and creative skills through a wide range of activities.
63. SAT results over the past three years show significant improvements and demonstrate that implemented strategies are creating advances in English, mathematics and science.
64. At the end of key stage 1, in 2004, pupils' attainment in the National Curriculum core subjects of English, mathematics and science were close to local and national averages.
65. At the end of key stage 2, pupils are achieving the targets set for the end of key stage assessments in the National Curriculum core subjects in 2004 and, although below local and national averages, were within the median to upper quartile compared to similar schools in Denbighshire and Wales.
66. Most pupils, regardless of their abilities, have positive attitudes towards their work. During lessons, they show good listening skills and as a consequence

answer questions thoughtfully, using extended sentences to make their meaning clear.

67. They carry out their work with a sense of purpose and, in the most successful lessons, show high levels of concentration and a determination to complete tasks well. Working in pairs or in groups, pupils co-operate effectively, and standards in their work benefit from the well- focused discussions.
68. Almost all pupils behave responsibly, both on the school yard and during lessons. They are conscious of the need for good behaviour and see it as an important part of the caring ethos, within which they feel safe.
69. By the end of Key Stage 2, many pupils have developed a clear view of what is and is not socially responsible behaviour. They consider school rules to be beneficial in promoting good behaviour across the school, although, at present, they play only a minimal part in devising them. However, they are involved in creating their own class rules.
70. Pupils relate well to one another and as they progress through the school develop a greater awareness of each other's needs. They play together in friendly co-operation at playtimes and at the lunchtime break. They are polite and friendly towards visitors to their school, frank and honest in their discussions with them and are proud to show success in the things they do.
71. The average attendance for the last three terms prior to the inspection was satisfactory at 90.6 per cent. Most pupils attend school regularly and are punctual at the start of the day. The school actively discourages the taking of family holidays during term time and complies with the current requirement of NAW Circular 3/99.
72. There were 12 temporary exclusions in Key Stage 2 during the previous 12 months.
73. Opportunities for self generated investigations are at an early stage of development.
74. Presently, pupils in Key Stage 1 and Key Stage 2 do not use their problem solving and decision making skills sufficiently, as a part of school life or during lessons. Pupils in the upper part of Key Stage 2 are underachieving in these skills. In some classes there is an overdependence upon teacher intervention to move learning forwards and pupils do not take a sufficiently active part in the development and direction of their work.
75. Pupils appreciate the care and diligence with which some teachers mark their work and set targets for improvement, and older pupils are quick to express these sentiments. However, pupils across the school play only a minor role in the evaluation of their work.
76. Pupils are well aware of diversity within their own school community and in society at large. Pupils from ethnic minorities, who attend the school, readily

share their cultures with the majority of pupils during appropriate lessons. Pupils show a sensitive understanding towards disability, and in their community they accept each other for what they are and do not dwell on any differences there might be.

77. Pupils are involved in many community events. They visit senior citizens within the local community at Christmas time to sing carols. They are used to visitors coming into school to share their particular expertise and experiences with them.
78. Pupils have some knowledge of the world of work through visits to supermarkets and retail outlets. Older pupils in KS2 speak with some understanding about the positive and negative aspects of advertising, particularly on television. They are developing a perceptive awareness of the role commercialism plays in society.

## The quality of education and training

### Key question 2: How effective are teaching, training and assessment?

#### Grade 3: Good features outweigh shortcomings

79. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
80. The inspection team observed a range of National curriculum subjects, including English, science, history, geography, physical education and religious education.
81. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	52%	36%	0%	0%

82. Teachers have good relationships with their pupils and demonstrate good pupil management, particularly when dealing with any misbehaviour. They actively address the issues of gender, race and disability and promote equality of opportunity for all.
83. Twelve percent of the lessons contain outstanding features which include:
- very good use of open-ended questioning to develop pupils' communication and investigative skills;
  - very effective use of appropriate resources and visits to stimulate and motivate pupils;
  - tasks and activities that are challenging within a set time scale and very well matched to pupils' abilities;
  - lively presentations with clear lesson objectives and expected outcomes;
  - very good deployment of classroom assistants.
84. Some of the shortcomings in the Grade 3 lessons include:
- overlong sessions, which led to a lack of pace, with pupils losing interest and concentration;
  - too much teacher intervention and not enough opportunities for independent learning;
  - a lack of focus in planning, particularly for Key Skills;
  - tasks in the foundation subjects not well matched to pupils' abilities.
85. Good use is made of baseline assessment within the Early Years to identify children's next steps in learning and inform activities planned.

86. In KS1 and KS2, assessment is used consistently within the core subjects and is supported by specific activities undertaken in assessment weeks which are held three times each year. A wide range of standardised assessment is used to inform progress and KS2 test results are carefully analysed to identify areas of weakness. These assessments inform planning in the core subjects effectively.
87. Comprehensive records of pupils' achievement in the core subjects are maintained. These provide a range of pertinent information which is manageable and systematic. Individual pupil progress files ensure the transfer of records between classes is consistent throughout the school.
88. The annual reports to parents conform to statutory requirements. Comments made clearly outline pupils' achievements and skills in every subject. However, targets set within the report, although identified in the SDP, do not identify clearly what pupils' need to do in specific areas. Information related to personal and social education is included. Parents are informed about the assessment procedures used within the school and have access to records and reports related to their child.
89. Parents are given the opportunity to comment on the report, either during parents' evenings or in writing. Good verbal feedback is given to pupils to support them in improving their work, but the standard of marking is inconsistent between classes, for example, in the correction of spelling within pupils' written work.
90. The Home/School agreement is widely accepted and supported by most parents.
91. A target-setting procedure is in place for mathematics and English. The process involves pupils in setting their own targets on occasion. This process is in the early stages of development and is inconsistently used across the school.
92. No assessment procedures are in place to support the delivery of the foundation subjects in KS1 and KS2.

### **Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

<b>Grade 3: Good features outweigh shortcomings</b>
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93. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
94. The school provides a broad and varied curriculum that successfully engages the interests of pupils and is equally accessible to all.
95. The quality of planning for children under five is very good. Detailed plans are prepared to ensure that the children experience a wide range of stimulating and balanced activities. In KS1 and KS2, medium and short-term planning is good in the core subjects but inconsistent in the foundation subjects.
96. The arrangements for learning support, including the nurture programme and withdrawal sessions, are strong features of the school's provision. A range of support is in place to ensure that children for whom English is a second language, pupils who are 'looked after' by the Local Authority and gifted pupils, have equal access to the curriculum. This support helps to meet the additional learning needs of all pupils and most are making sound progress in their learning.
97. KS2 pupils benefit from equal opportunities to participate in an extensive range of extra-curricular activities, including the art club, the school choir and sports clubs. These activities complement and extend the curriculum, including the development of pupils' personal and social skills.
98. Overall, the school makes good provision for pupils' spiritual, moral, social and cultural development. The promotion of pupils' spiritual development is satisfactory. Pupils develop a positive awareness of self within the caring and inclusive ethos of the school. Collective worship meets legal requirements and is broadly Christian in character. Themes for worship are well planned and acts of worship conclude with an appropriate prayer and a few moments of reflection. Although a sense of wonder in the natural world, in poetry, music and art is promoted well in some classes, it lacks cohesion across the school.
99. The provision made for pupils' moral and social development is good and is supported by an effective and comprehensive programme for developing pupils' personal, social and educational skills. Strategies for promoting pupils' cultural awareness are under-developed, particularly in relation to the culture of Wales.
100. Partnership with industry and the community are good and linked to the curriculum. A Healthy Tuck Shop, run by adult volunteers and pupils, enhances a Healthy Food project in science. Pupils visit a local supermarket during Mathematics week, to develop further their understanding of the use of money and to introduce them to the world of work.

101. The School Council are invited to Rhyl Town Council and Governing Body meetings to increase their awareness of democratic processes.
102. Teachers have links with Career Wales and Air Bus UK. The school takes part in many local events, for example, Denbigh Festival for Performing Arts and a dance project with Tir Morfa Special School.
103. Family Learning sessions for parents, provide them with strategies to help children at home. Also, grandparents are invited to school for the day to work alongside their grandchildren. Good links have been forged with many local churches and residential homes. Language projects with other schools complement the curriculum and prove effective during language lessons.
104. The development of revised schemes of work for each curriculum area is at an early stage. Sections already in place support continuity and progression across the school, but the balance of experiences within foundation subjects is insufficiently evident. Planning for the development of Y Cwricwlwm Cymreig is also under-developed.
105. Planning for the foundation subjects lacks the differentiation necessary to ensure that all pupils participate at an appropriate level.
106. Pupils' ability to sustain their interest is frequently impeded by the length of lessons within the timetable.
107. Planning for the development of pupils' key skills in learning and the common requirements of the National Curriculum, including problem solving and the development of creative skills, is insufficiently linked to the curriculum.

## Key question 4: How well are learners cared for, guided and supported?

<b>Grade 1: Good with outstanding features</b>
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108. Overall, the findings of the inspection team did not match the judgement of Grade 2 made by the school in its self-evaluation report.
109. Arrangements for the care, support and guidance of pupils are a strength of the school.
110. The Senior Management Team, including the special educational needs co-ordinator (SENCO), the Governors for SEN and Child Protection, ensure that relevant policies are implemented throughout the school.
111. The relationships between staff and pupils and between the school, the parents and the local community are good. This enables the school to succeed in its aim of creating an ethos that encourages positive values. As a result, pupils feel valued, happy and secure.
112. The Governing Body regularly reviews behaviour, discipline and anti-bullying policies. Very good strategies are in place to deal with challenging behaviour and are used consistently by all staff. The school places strong emphasis on the positive aspect of good behaviour, which is regularly celebrated.
113. There was no evidence of racism or other forms of unacceptable behaviour. Pupils have a clear understanding of right and wrong and the procedures to follow if they experience any problems.
114. Parents say that standards of pupils' personal and social skills have improved significantly over the last two years.
115. Registration periods are administered appropriately, with good use of incidental Welsh. Attendance and punctuality are carefully monitored and assessed by the headteacher and clerical assistant. Parents are reminded of the importance of regular attendance and punctuality via newsletters. All unexplained absences are followed up by a first-day call system.
116. The school pays due regard to the SEN Code of Practice and staff are aware of its contents. Individual Education Plans (IEPs) are specific with achievable targets. Parents are informed and encouraged to contribute. Annual reviews for pupils with a statement of special educational need are conducted appropriately.
117. The school's provision for the early identification and support for pupils with additional learning needs is very well managed by a very effective SENCO who plays a key role in all aspects of SEN. Pupils benefit greatly from a regular input by a wide range of outside agencies. Multi-agency meetings held at the school discuss initiatives and are in the process of providing an information booklet for parents.

118. The teacher and support staff work effectively with pupils in the Resource Provision where standards are good and commensurate with their ability. Most of these pupils are included in mainstream activities during the afternoon sessions.
119. The school has a 'Nurture Group' for identified pupils requiring support for their emotional well being. They receive a healthy breakfast followed by an appropriate story, and also the reinforcement of 'Golden Rules'. These pupils have made substantial gains in non-verbal, spelling, reading and writing skills.
120. The school ensures that all pupils have equal opportunities to participate in all school activities. Out-of-school clubs, including a Breakfast Club, are fully inclusive regardless of race, gender or ability. They cover a range of activities and take place before, during and after school to widen access for pupils.
121. Induction programmes for nursery children are very good. The procedures enable children to settle at their own pace. Pupils who have joined the school at a later stage are allocated a 'Buddy' who helps them to settle quickly and feel welcome.
122. Health and safety procedures are vigorously applied and are closely monitored by the Health and Safety Committee of the Governing Body.

## Leadership and management

### Key question 5: How effective are leadership and strategic management?

#### Grade 2: Good features with no important shortcomings

123. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
124. The headteacher provides the school with a strong and very effective professional leadership, promoting equality and high expectations for all. He has the vision to lead the school forward and clearly identifies the ways in which this can be achieved, listening carefully to the views of his colleagues.
125. The headteacher creates a climate in which staff, teaching and non-teaching, work together as part of a strong team; staff feel valued and are encouraged to give of their best.
126. He is very well supported in his task by the new deputy headteacher who, in her role as curriculum manager, has already formulated well-judged plans to ensure that the Senior Management Team (SMT) and subject co-ordinators have a consistently clear overview of the school's strengths and areas for development. She is instrumental in a number of initiatives for improvement, and leads by example, establishing a very good role model, both in and out of the classroom.
127. The school takes good account of national priorities, local partnerships and cluster initiatives.
128. Curriculum co-ordinators monitor the core subjects regularly and findings are shared with colleagues who set challenging but realistic targets. Over the last three years, the impact on pupils' standards has been good.
129. Monitoring of the foundation subjects has been identified by the school as a priority in the SDP.
130. An effective staff appraisal system is having a beneficial impact on teachers' continuous professional development. The SMT carefully monitors the in-service training of staff to ensure its effect on identified priorities and targets.
131. The governing body is very supportive and has a good awareness of its responsibilities.
132. The governing body meets regularly. All statutory sub-committees are in place and, after termly meetings, report their findings to the full governing body. All meetings are well documented.

133. Governors are involved in school activities. For example, several governors help with school trips. They are very supportive, enthusiastic and knowledgeable. They help set strategic direction and targets, monitor pupils' progress and the quality of provision. Governors are fully involved in the making and reviewing of policies under the guidance of the headteacher.
134. The Governing Body does not meet its regulatory and legal requirements in the Annual Report to Parents and the School Prospectus, as they do not include comparative information based on National Curriculum Statutory Assessments.

## **Key question 6: How well do leaders and managers evaluate and improve quality and standards?**

<b>Grade 2: Good features and no important shortcomings</b>
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135. The findings of the inspection team agree with the school's self-evaluation judgement.
136. A self-critical culture has been established among staff and governors over the last two years. They have agreed values and norms about all aspects of school life, particularly pupils' learning and behaviour.
137. Teaching and non-teaching staff, governors, parents and pupils contribute to the process of self-evaluation. They are aware of its findings and are committed to school improvement. Although the self-evaluation report, produced by the school before the inspection, was overlong, it identifies strengths and areas for improvement honestly and accurately.
138. The SDP is a useful working document, with clear priorities, identified following the self-evaluation process, and it is regularly reviewed. The plan identifies costing, timescale and success criteria, and it is supported by well-resourced strategies.
139. The recent prioritisation of literacy, numeracy, science and pupils' behaviour has had a positive impact on standards.
140. Teachers know their pupils well and the professional development activities of all staff are closely linked to the SDP and are monitored for their impact on school performance.
141. The school has effective strategies for assessing and evaluating pupils' standards of achievement in the core subjects. The analysis of assessment records, including end-of-key-stage tests, helps to identify trends and weaknesses which are well addressed in future planning.

## **Key question 7: How efficient are leaders and managers in using resources?**

<b>Grade 2: Good features and no important shortcomings</b>
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142. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
143. There is a sufficient number of well qualified teachers to provide for the educational needs of all pupils, including those with SEN and the under fives. Subject specialisms are well used. Teachers with particular subject expertise exchange classes for some lessons ensuring that pupils make better progress in those subjects than they would do otherwise.
144. Learning support assistants make a positive contribution to pupils' progress in their school work. They play an active part in the planning of work and in the evaluation of the outcomes. Teachers and support staff work effectively and collaboratively for the benefit of pupils.
145. Newly qualified teachers are well supported within the school. There is a well focused training programme that ensures that they develop quickly into the confident and competent teachers seen at work during the inspection.
146. Well-planned professional training makes good and balanced provision for the needs of teachers and the needs of the school.
147. Administrative staff make a valuable contribution to the smooth running of the school. Kitchen staff and playground assistants ensure orderliness during the lunchtime break. The cook, who speaks Welsh, encourages pupils to use the Welsh language practically, when choosing their mid-day meal. The caretaker and her staff maintain a high standard of cleanliness in the school. She has a number of roles within the school and provides excellent support in many aspects of school life.
148. The quality and quantity of resources to support work in the subjects in the curriculum are good. Teachers deploy them effectively during lessons to advance pupils' knowledge and understanding. Teachers regularly review the sufficiency of resources, and money is allocated on an annual basis to maintain the provision. Pupils also benefit from a range of educational visits which they find stimulating and enjoyable.
149. The school buildings are old and need continuous maintenance. The governors and school staff keep a watchful eye upon their condition and act immediately when any health and safety issue emerges that would be likely to endanger pupils' welfare. Some classrooms are small and make practical lessons difficult to carry out. The school hall is not of a sufficient size to accommodate all pupils at the same time. Despite the shortcomings in the accommodation, teachers work hard to make the school environment interesting and stimulating place for

pupils. Plans are already in place to extend the main school building and replace the old mobile classrooms situated outside on the school yard.

150. The school grounds are well maintained and a delightful courtyard set within the school complex containing pots of colourful plants provides a good contrast with the monotony of the urban landscape that surrounds the school.
151. Governors and managers budget for school priorities wisely. Spending decisions benefit all pupils within the school. Overall, the school gives good value for money.

## Standards achieved in subjects and areas of learning

### English

**Key Stage 1    Grade 3:    good features outweigh shortcomings**  
**Key Stage 2    Grade 2:    good features with no important shortcomings**

152. The inspection team agrees with the school's self-evaluation of KS1, but disagrees with the Grade 3 given by the school for KS2.

#### **Good and outstanding features**

153. Pupils of all ages are confident speakers. In KS1, pupils express themselves as clearly as their ability allows.

154. KS2 pupils continue to develop the clarity of their speech and confidently respond in class when questioned. They share their ideas and opinions with enthusiasm and communicate information effectively. Pupils are able to justify their point of view.

155. Pupils in KS1 and KS2 listen purposefully both to their teacher and to other pupils. They respond appropriately to instructions.

156. KS1 pupils develop good phonic skills to support their reading. They enjoy reading as a class and some offer imaginative suggestions to extend a class story. Pupils are beginning to identify rhyming words.

157. Pupil in KS2 read confidently, accurately and with appropriate expression. In discussion, pupils demonstrate a clear understanding of what they read. Pupils express their likes and dislikes of a wide range of fiction and non-fiction texts. KS2 pupils make good use of non-fiction material, particularly dictionaries, for research and reference purposes.

158. KS1 pupils are developing an understanding of story structure within their written work. They have good pencil control and are beginning to form letters, space words correctly and write simple sentences.

159. Pupils in KS2 write in a variety of forms and for different purposes and audiences. They develop a very good knowledge of story structure and use their knowledge to produce imaginative pieces of work. Pupils make good progress in developing their awareness of grammar. At the beginning of the key stage, pupils use an imaginative and appropriate range of adjectives and show a developing awareness of tenses. Pupils at the end of the key stage, revise and re-draft their writing, giving consideration to appropriate presentation. They reflect independently on what they have written. The most able pupils achieve good standards in their handwriting and take pride in the presentation of their work

## Shortcomings

160. A significant majority of pupils in KS1 and KS2 fail to develop their handwriting skills sufficiently to enable them to produce work which is well presented.
161. When reading independently, KS1 pupils use a limited range of strategies to help them tackle unknown words and make sense of what they have read.

## Science

**Key Stage 1: Grade 2: good features and no important shortcomings**  
**Key Stage 2: Grade 2: good features and no important shortcomings**

162. The inspectors agree with the school's self-evaluation.

## Good and outstanding features

163. Pupils in both Key Stages show keen interest in their science lessons, especially if they are practical sessions. In the best lessons, pupils focus intently on what they have to do to the exclusion of all else. During periods in the lessons when learning is reviewed, pupils are eager to share those things that they have learnt and make connections with previous learning.
164. Younger pupils in KS1 show a developing knowledge of human characteristics. They highlight similarities and differences and are beginning to understand the uniqueness of each individual.
165. At the end of KS1, pupils use knowledge of electricity well. They use it to construct models which incorporate their understanding of circuits and switches. In their discussions they use scientific terms accurately and demonstrate an increasing vocabulary of scientific words.
166. At the end of KS1, pupils begin to understand the idea of fair testing, so that throughout KS2 they recognise it as an important feature in all the science investigations they carry out.
167. Throughout the school, pupils are well aware of the need for safe practice in their science investigations.
168. Younger pupils in KS2, have a good knowledge of the structure of science experiments and use this structure, with the help of a teacher, to find the best sound proofing material. In subsequent lessons, pupils carry out investigations on this theme for themselves.
169. In their study of the solar system, older pupils can well recall facts about the planets. They know, for example, the names of gases associated with particular planets. They have a good understanding of the phases of the moon. They

describe accurately the moon's appearance at different time during the cycle and understand the reason for its changing shape.

170. At the end of KS2 pupils show good recall of knowledge gained from previous lessons. They use technical terms and science vocabulary well to elucidate specific understanding. In their work on sound, they know how sound is created on different musical instruments and know that stringed instrument are bowed or plucked to create sound. They predict accurately how pitch is changed by increasing or decreasing string tension.

### **Shortcomings**

171. Pupils' ability to design and carry out science investigations for themselves is under-developed.

## **History**

**Key Stage 1: Grade 3: good features outweigh shortcomings**  
**Key Stage 2: Grade 3: good features outweigh shortcomings**

172. Overall, the findings of the inspection team did not match the judgement of Grade 2 made by the school in its self-evaluation report.

### **Good and outstanding features**

173. Younger pupils are developing a good sense of chronology and are able to sequence events with reasonable accuracy. Appropriate awareness is being acquired of the concept of change.
174. Children at this stage are working on things which are familiar to them and they are able to classify clothes and washday items into 'old' and 'new'.
175. They have made a visit to the Greenfield Heritage Park which enabled them to gain first hand experience of the past, including a Victorian School day. They are developing a reasonable awareness of the differences between then and now.
176. In Year 2, pupils are able to research topics using the Internet, library and class reference material.
177. Key Stage 2 pupils make appropriate use of timelines to locate people and events in history.
178. In Year 3, pupils make a comparison of how the Celts and Romans lived. They look at their houses, food and clothing. A visit to the Roman Centre at Chester enables them to experience Roman Life and they have a good recall of life in that period.

179. Pupils in Year 4 correctly use a timeline to locate the Tudors in history. After their visit to Speke Hall, they use creative writing to make a comparison between the lives of the rich and poor. They were also able to name the kings and queens of the period.
180. Year 5 pupils visited Penrhyn Castle as part of their topic on the Victorians. Here they experienced life at school in Victorian times. They have a good recall of their work on toys and games of the time. They are also able to create patterns in the style of William Morris.
181. Pupils in year 6 use a wide range of World War 2 artefacts. They write about evacuees and talk about the advantages and disadvantages of being one.
182. Pupils in the Resource Provision are able to communicate various information, related to 'Early Man'. They have good recall of their lifestyle.

### **Shortcomings**

183. Younger pupils are given insufficient opportunities to study the lives of Welsh personalities and, as such, their knowledge lacks depth and breadth.
184. In key stage 2, pupils do not develop the skills of in-depth historical enquiry through independent research. Their understanding and analysis of past events, and their ability to select and combine information from a variety of sources, lack development.

## **Geography**

**Key Stage 1: Grade 3: good features outweigh shortcomings**  
**Key Stage 2: Grade 3: good features outweigh shortcomings**

185. The inspectors agreed with the school's self-evaluation.

### **Good and outstanding features**

186. In KS1, pupils are aware of different local features and buildings. They make good use of walks and visits to develop geographical understanding and knowledge.
187. Pupils are able to give simple directions and are beginning to follow simple plans and routes.
188. Many understand the concepts of near, far and very far. They develop an awareness of places beyond their local environment, and can identify the home countries on a map of the United Kingdom.
189. They compare a school in Botswana with their own school, commenting on the differences and similarities.

190. In KS2, pupils compare their local area with that of other parts of Wales, such as Betws y Coed and Pembrokeshire, identifying physical and social differences and similarities. They use the correct terminology when discussing physical and human features.
191. Pupils show a growing awareness of the general effects of pollution and the need to protect and care for the environment. They undertake simple surveys and record their findings.
192. In Year 3, pupils design their own maps and use suitable key symbols and co-ordinates to describe and identify various landmarks.
193. Good use is made of the Internet for research by older pupils.

### **Shortcomings**

194. Pupils' mapping skills are underdeveloped.
195. Older pupils are insecure in identifying major towns and features of Wales and the United Kingdom.

<b>Physical education</b>
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<b>Key Stage 1</b>	<b>Grade 2:</b>	<b>good features and no important shortcomings</b>
<b>Key Stage 2</b>	<b>Grade 2:</b>	<b>good features and no important shortcomings</b>

196. The findings of the inspection team differ from the school's self-evaluation report which gave grade 3 for both key stages.

### **Good and outstanding features**

197. Pupils at both key stages work hard, pay careful attention to instructions and make continual efforts to improve their own skills and performance.
198. They dress appropriately for physical activities and behave sensibly when moving apparatus or collaborating in groups and pairs. They are aware of the beneficial effect of exercise and of the importance of warming up before activity and cooling down afterwards.
199. Pupils at Key Stage 1 are developing good body control. They can travel confidently at different levels, create a sequence of movements and hold a well-balanced position on different parts of the body.
200. In KS2, pupils move smoothly from one balance to another, demonstrating good body control. Their awareness and use of space is good.

201. They send, receive and travel with a ball, demonstrating good control and hand and eye co-ordination.
202. Pupils observe the conventions of 'fair play' and 'sporting behaviour', and are good team members.
203. Opportunities for further development of pupils' skills are given through an extensive range of extra-curricular activities organised by the school or through the Physical Education and School Sports (PESS) initiative.
204. Equal opportunities are given to both sexes to take part in various team games, and the school is fully involved in local competitions.

### **Shortcomings**

205. Pupils' evaluation skills are under-developed in some classes.

## **Religious education**

**Key Stage 1: Grade 3: good features outweigh shortcomings**  
**Key Stage 2: Grade 3: good features outweigh shortcomings**

206. The inspection team agrees with the school's self-evaluation.

### **Good and outstanding features**

207. KS1 pupils use role play effectively to act out stories in the Bible such as 'Joseph and his Coat of Many Colours'. They refer to Jesus' friends as disciples, can name them, with a little help, and understand the relationships between some of them.
208. KS2 pupils gain a good, basic understanding of the initiation rites associated with Christianity, Islam and Judaism.
209. Pupils in KS2 have a good knowledge of New Testament stories, particularly those associated with healing, the parables and the miracles. They know about the major Christian festivals held at Christmas and at Easter and know the significance of Ash Wednesday.
210. Pupils in KS2 can recall the significance of church furniture from a visit they made to the local parish church.
211. Pupils in KS2 know the stories of Mary Jones and her Bible, and St Asaph and the Burning Coat.

## Shortcomings

212. Pupils' research techniques, to deepen their knowledge of religious education topics, are under-developed.
213. Pupils have only a rudimentary knowledge of World religions other than Christianity. They have no significant knowledge of the impact religion has upon the lives of believers.

## School's response to the inspection

214. The inspection findings recognise that the school has maintained high standards since the last inspection and improved standards in Science. We are pleased that the inspectors found that the arrangements for the care, support and guidance of pupils are a strength of the school. The skill and dedication of the teachers, the care and talent of support staff and the diligence of the caretaker and kitchen staff are duly acknowledged. The report confirms that the school is achieving its primary aim, 'to create a happy, secure and stimulating environment in which all members of the school community can grow in self-esteem and develop their potential as human beings' - .....Learning Together.
215. An action plan will be put in place to address the recommendations in the report. We believe that we are able to address the recommendations confidently. The majority of issues will be addressed before the end of the school year. Raising pupils' standards of achievement is the schools main priority, and all recommendations that refer to this and are not already in the School Development Plan, will be included next school year. We will ensure that staff have the opportunity to view good practice, as identified by the inspectors, to enable them to improve pupils' investigational skills and ability to work independently.
216. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.
217. The school would like to thank the members of the inspection team for their cooperation and courtesy throughout the inspection.

## Appendix A

### Basic information about the school

Name of school	Ysgol Emmanuel
School type	Community Primary
Age-range of pupils	3 – 11
Address of school	Victoria Road Rhyl Denbighshire
Post-code	LL18 2EG
Telephone number	01745 353447

Headteacher	Mr Darren Martin
Date of appointment	January 2002
Chair of governors/ Appropriate authority	Mr Michael Pender Denbighshire County Council
Registered inspector	Mr M D Jones
Dates of inspection	4 <sup>th</sup> – 7 <sup>th</sup> October, 2004

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	25	55	55	51	55	63	71	69	444

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	19	0	19

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	4:1
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003	90.2	90.9	89.6	90.2
Spring 2004	90.3	91.8	90.9	91.0
Summer 2004	91.0	91.8	89.1	90.6

Percentage of pupils entitled to free school meals	33
Number of pupils excluded during 12 months prior to inspection	12

Appendix C

**National Curriculum Assessment Results  
End of Key Stage 1:**

National Curriculum Assessment KS1 Results 2004				Number of pupils in Y2:		28		
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	9.8	76.5	13.7	0
		National	0	4	14	64	18	0
En: reading	Teacher Assessment	School	0	3.9	19.6	51	25.5	0
		National	0	4	13	63	20	0
En:writing	Teacher Assessment	School	0	3.9	5.9	86.3	3.9	0
		National	0	4	14	54	28	0
En: speaking and listening	Teacher Assessment	School						
		National						
Mathematics	Teacher Assessment	School	0	0	13.7	60.8	25.5	0
		National	0	2	9	63	26	0
Science	Teacher Assessment	School	0	1.9	13.8	52.9	31.4	0
		National	0	2	10	68	20	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	82	In Wales	80

- D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

**National Curriculum Assessment Results**  
**End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2004										Number of pupils in Y6		68	
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0	0	1.5	4.4	22.1	41.2	30.9	0	
		National	0	0	0	0	1	6	17	46	30	0	
	Test/Task	School	0	1	5	0	0	7	16	37	34	0	
		National	0	2	1	0	0	5	12	41	38	0	
Mathematics	Teacher assessment	School	0	0	0	0	1.5	4.4	20.6	52.9	20.6	0	
		National	0	0	0	0	1	4	19	47	28	0	
	Test/Task	School	0	1	3	0	0	3	20	49	24	0	
		National	0	5	1	0	0	4	19	43	30	0	
Science	Teacher assessment	School	0	0	0	0	0	1.5	17.6	55.9	25	0	
		National	0	0	0	0	0	2	13	50	33	0	
	Test/Task	School	0	3	0	0	0	1	13	59	24	0	
		National	0	2	0	0	0	1	10	47	38	0	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	60.3	In the school	64.7
In Wales	69.6	In Wales	68.1

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

## Appendix D

### **Evidence base of the inspection**

A team of five inspectors, including a lay inspector, carried out the inspection over a period of four days.

The deputy head teacher was the nominee, and she played an active, supportive and valuable role during the inspection.

Fifty-nine lessons or parts of lessons were inspected, as well as a selection of the pupils' work.

Registration, collective worship and extra-curricular activities were seen.

Interviews and discussions were held with a wide range of staff and pupils about their work.

All documents presented by the school prior to the inspection, and during the inspection, were analysed.

Meetings were held prior to the inspection with staff, parents and the governing body.

Six parents were present and expressed an opinion during the meeting held prior to the inspection. Seventy one questionnaires were returned by parents and the responses were analysed by the inspection team.

## Appendix E

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Mr M D Jones Registered inspector	Context Summary and recommendations Key Questions 1, 2, 5 and 6 Geography and physical education
Mr K Knapper Team inspector	Key question 7 and contributions to key questions 1 and 3 Science and religious education
Mrs J Williams Team inspector	Key question 3 and contributions to key questions 1 and 2 English
Mr G Lewis Team inspector	Key question 4 History
Mrs S Sperring Lay inspector	Contributions to key questions 1, 3 and 5

Contractor: Atlantes Educational Services  
Technology House  
Lissadel Street  
Salford M6 6AP

### Acknowledgement

The inspection team would like to thank the head teacher, staff, governors and pupils, for their co-operation and courtesy throughout the inspection.