

Who we are

Ysgol Emmanuel is an English medium primary school with two form entry for pupils from age 3-11. We are located in the seaside resort of Rhyl in the county of Denbighshire. We are proud to be a part of the Rhyl Learning Community. Ysgol Emmanuel is over 100 years old and are proud to be a multi-generational school with ex pupils returning to the school once they have had their own children.

Our school is in an area which has been classed as the most deprived in Wales in the Welsh Index of multiple deprivation. We have approximately 50% of pupils who are eligible for Free school meals.

In our school 4% of pupils have English as an additional language (languages include Turkish, Tagalog, Romanian, Hungarian, Kurdish, Vietnamese, Ukrainian, Sinhala and Mandarin). 3% of our pupils are Care Looked After Children and we have a Resource provision class for eight pupils with complex Additional learning needs.

Our Aims

- To engage the learner with exciting, relevant content and opportunities for learning through experience and by doing.
- To nurture creativity and capacity for independent and critical thought.
- To help young people to understand how to be happy and to develop and maintain their own emotional, physical and mental well-being.
- To be inclusive.
- To create a community that builds tolerance, respect and empathy in young people.
- To reduce the impact of poverty on outcomes and well-being for our pupils.
- To further the professional development of our staff

As a community we

Learn
Grow
Achieve
Together



Fel cymuned rydym i'n

Dysgu
Tyfu
Cyflawnigyda'n
gilydd

Positive outcomes for children are at the heart of everything we do

Summary of Self Evaluation findings

The findings below have been the result of learning walks, listening to learners, book looks, planning scrutiny, sharing of good practice and phase /AOLE lead monitoring. These processes tell us the things that we do well and areas we need to improve:

Vision & Leadership	Curriculum, Learning & Teaching	Well-being, Equity & Inclusion
<p>Strengths:</p> <p>We have a clear vision for our school which is shared by all stakeholders. We have a system of distributed, supportive and compassionate leadership which involves staff at all levels. Self- evaluation is an ongoing and cyclical process which involves staff input, pupil voice, governor feedback and work scrutiny. The senior leadership team is stable and experienced giving clear strategic direction to the school in partnership with the Governing Body.</p>	<p>Strengths:</p> <p>Curriculum for Wales is embedded and cross curricular skills are improving year on year. Standards and progress are strong are high considering the low starting points of many pupils, evidenced in LNF progress scores and work in books / on Seesaw. Interventions are delivered effectively by Teaching assistants. Many pupils make progress due to these interventions. ALN support and provision is strong including the Resource Provision class.</p>	<p>Strengths:</p> <p>Wellbeing support is a major strength of our school as a Trauma Informed learning environment. A fully nurturing approach is shared by all staff at all levels. As a school in an area of multiple deprivation, inclusion and equity are key priorities in all activities. Support for the local community and families is strong which is evidenced in families feedback via surveys and parent voice. The PDG is used effectively to try to reduce inequality and maintain standards.</p>
<p>Areas to improve:</p> <p>Budgetary pressures need to continue to be monitored strategically in the upcoming academic and financial years to maintain pupil standards, including those with complex needs.</p> <p>Monitoring should be streamlined to move away from a singular Learning walk model into separate monitoring activities.</p>	<p>Areas to improve</p> <p>Professional learning to enhance Welsh provision. Teaching of Welsh and incidental spoken Welsh to be improved and extended.</p> <p>Staff and pupils' competency and understanding of the safe use of AI needs to be introduced and embedded.</p>	<p>Areas to improve:</p> <p>Provision for the most complex pupils needs to be constantly monitored for success and value for money.</p> <p>Attendance and engagement for harder to reach families or those with persistent absence needs to be improved.</p>

2024 – 2025 SDP evaluation

Priority and Area	Local, school or national priority?	Success criteria and monitoring process	How did we achieve this and was it successful?	Green = achieved Amber = partly achieved Red = not achieved
1: To embed Numeracy skills across the curriculum	School priority	<ul style="list-style-type: none"> Numeracy across the curriculum will be embedded and used effectively to raise standards, monitored by Learning walks, book looks and assessment / progress scores The monitoring process will be coordinated by the AOLE lead (action plan priorities) and the SLT to show Numeracy being delivered across curriculum areas in a logical and cohesive way. Planning will be scrutinised by the Deputy head to ensure appropriate coverage of Numeracy across the curriculum. Joint books looks among teaching staff will identify good practice and areas for development, including continuity of mastery programme skills. 	<p>An AOLE action plan outlined priorities, actions, timescales, costings and milestones.</p> <p>Visits took place to a partner school to see good practice which was then disseminated to our school staff.</p> <p>Our monitoring cycle included learning walks, book scrutiny and pupil voice to assess progress and make changes where required.</p> <p>Our pupils continued to take part in the Lifesavers financial numeracy programme – this extended to having a credit union in school once a week staffed by pupils.</p> <p>Teacher planning was focussed on extended cross curricular skills</p> <p>Professional learning took place for teachers led by the Maths lead in school.</p>	<p>Green – Numeracy is well embedded across the curriculum and pupil skills have improved.</p> <p>Next steps</p> <p>Teachers to continue to build upon this as part of our overall curriculum</p>
2: To improve the standard of extended writing across the school	School priority	<ul style="list-style-type: none"> Writing will have higher level of focus as reading and numeracy, this will be implemented through professional learning from Helen Bowen, collaboration with other RLC schools and targeted interventions for pupils (spelling and reading) Teachers will have an increased understanding of age expectation for each year group through cluster collaboration and professional learning on Progression steps and national expectations. Every class will have an extended piece of writing each half term to allow the children to gain valuable feedback and opportunities to re-draft and improve their work. These will be used as assessment pieces. 	<p>An AOLE action plan outlined actions, timescales and professional learning.</p> <p>Professional learning was sourced for teachers, the learning from this was then implemented and evaluated.</p> <p>The monitoring cycle including learning walks, book scrutiny and pupil voice focused on the standard of writing across the curriculum.</p> <p>The profile of extended writing was raised in planning and more opportunities explored.</p> <p>The Deputy Head had this target as her NPQH whole school strategic plan which meant the middle leader had help to keep the project on task.</p>	<p>Green – writing has improved across the curriculum and standards of extended writing have also improved. Re-drafting and feedback has resulted in better quality of work.</p> <p>Next steps</p> <p>Helen Bowen training to continue next year. Continued implementation of this year's work</p>

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3: To continue to improve pupils' spoken Welsh language skills	National priority	<ul style="list-style-type: none"> Spoken Welsh will continue to have a high priority and actions established to implement this. All schools will have the opportunity to engage in celebrations of Welsh language and culture across the Rhyl schools Audits of spoken Welsh will be collated via Hwb and compared for progress. 	<p>An action plan to outline actions and timescales was created and was overseen by the middle leader and KS2 lead as part of their senior and middle leaders whole school projects.</p> <p>There was a higher focus on spoken Welsh across KS2 due to a fluent Welsh speaker delivering PPA cover.</p> <p>Professional learning on planning was delivered by DCC specialist teacher on Continuum iaith.</p> <p>Incentive programmes (Tokyn iaith) were introduced to raise the profile of Spoken Welsh.</p> <p>School took part in the first RLC eisteddfod and displays focused on Welsh language and culture.</p> <p>Audits via Hwb were not successful due to technical difficulties so progress was difficult to measure.</p>	<p>Amber – to continue into next year to consolidate and improve spoken Welsh. Levels of Welsh have improved but not enough. The audits were not successful and a new way to capture this will be trialled next year.</p> <p>Next steps</p> <p>Welsh to be a continued priority for 25-26 to further improve levels of spoken Welsh and embed the whole school culture of speaking Welsh.</p>
4: To continue increase parental / family engagement as a Community focused school	National priority	<ul style="list-style-type: none"> Parents and carers feel more engaged in the school community Classes and learning opportunities to be offered to parents as well as social opportunities Standards improve due to increased parental understanding and engagement Parents understand the benefits of good attendance and this effect this has on pupil attainment. 	<p>The Café re-opened for coffee morning twice a week, this has been run by FOYE.</p> <p>STAND and BCUHB courses were completed by parents and feedback was positive in end of course surveys.</p> <p>Open weeks and open days were held for parents, these were monitored by surveys and feedback was acted upon.</p> <p>Family link workers have held training courses (Solihull, Language and play) which had some parents attending but some parents dropped out and did not sustain for the entirety of the course.</p> <p>Attendance meetings resumed and follow-up actions with DCC EWO service. Attendance at the end of the year was 89.3% compared to 88.8% the year before. This needs to improve further next year.</p>	<p>Green – parental feedback was good and attendance at events have improved.</p> <p>Next steps</p> <p>Attendance processes need to continue next year to reduce persistent absenteeism.</p>

School priorities for 2025-2026

- Priority 1: To continue to improve pupils' spoken Welsh language skills
- Priority 2: Staff to be upskilled in DCF including the use of AI and Hwb tools
- Priority 3: To balance the school budget without a reduction in standards