



Report summary for parents and carers on Rhosymedre Community Primary School

Date of inspection: October 2024

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

Summary

The headteacher has established a clear vision based on pupil well-being and family engagement. Adults quickly get to know the pupils very well. As a result, nearly all pupils at Rhosymedre school feel valued and respected, and grow in confidence as they progress through the school. The learning environment is calm, and staff use resources very well to support pupils' emotional needs. For example, break out areas throughout the school provide a safe and comfortable space for pupils when they feel stressed or upset.

Leaders work well with families and external agencies to secure specific support when this is required. Families feel very well supported by the school and partnerships between the school and the community are strong.

Adults work together effectively to ensure that pupils with additional learning needs (ALN), including those in the learning resource provisions, make strong progress from their starting point.

Teachers plan interesting and engaging lessons and foster strong relationships with the pupils. However, in a minority of lessons, teacher overdirect the learning and pupils are not always given sufficient opportunity to respond to feedback and improve their own work.

Leaders evaluate the work of the school appropriately and they identify purposeful priorities to secure school improvement. However, this work does not always focus sharply enough on pupil progress and aspects of teaching, such as ensuring the right level of challenge for all pupils.

Teachers and adults alike are excellent language role models. They support nearly all pupils to make sound progress in developing their speaking and listening skills. Older pupils speak with confidence and enthusiasm and show pride in their work and in their school. Most pupils make good progress in developing their reading skills. However, opportunities for them to write at length are limited.

Many pupils make appropriate progress in developing their mathematical and digital skills from a low base line. However, teachers do not always provide a high enough level of challenge for pupils in these aspects of their work.

Recommendations and next steps

We have made three recommendations to help the school continue to improve:

- R1 Improve provision for the progressive development of pupils' skills and ensure that teaching consistently provides the right level of challenge for pupils
- R2 Ensure that adults do not over-direct learning experiences during lessons
- R3 Ensure that self-evaluation activity and development planning is focused on improving progress for all pupils

The school will draw up an action plan to address the recommendations from the inspection.

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#).



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