

A report on

Rhosddu Primary School

**Price's Lane
Rhosddu
Wrexham
LL11 2NB**

Date of inspection: February 2026

by

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

About Rhosddu Primary School

Name of provider	Rhosddu Primary School
Local authority	Wrexham County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	English-medium
Type of school	Primary
Religious character	None
Number of pupils on roll	274
Pupils of statutory school age	226
Number in nursery classes	18
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 21.7%)	28.7%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 9.2%)	3.5%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	27.4%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2024

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Date of previous Estyn inspection (if applicable)	01/04/2019
Start date of inspection	23/02/2026

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Rhosddu Primary School has a strong caring and inclusive ethos. Staff know their pupils and families well and strive to ensure high levels of inclusion and well-being across the school community. The headteacher provides a clear, aspirational vision that staff and governors support strongly

A notable strength of the school is the positive relationships between staff and pupils. Nearly all pupils feel cared for and believe that staff encourage them to be their best. This supports them to make strong progress from their starting points and to become confident, independent and capable in many areas. Most behave well. They play well together, are polite and friendly, and treat each other with kindness and respect. However, pupils' attendance remains too low.

The school plans its curriculum effectively through meaningful and interesting topics. Pupils benefit from worthwhile opportunities to lead aspects of their learning. Their questions help shape learning in class, and they plan and carry out learning regularly choosing how and what they learn. These experiences support most pupils to develop creativity, perseverance and the ability to reflect thoughtfully on their work.

Most teaching is strong and staff plan learning skilfully to ensure pupils build upon their skills as they move through the school. This supports most pupils, including those with additional learning needs (ALN) and those eligible for free school meals, to make good progress in their literacy, numeracy and digital skills. However, pupils do not make enough progress in speaking Welsh.

Leaders and staff carry out regular evaluation activities that identify strengths and areas for development accurately. Many staff engage in beneficial professional learning and research that lead to worthwhile improvements in pupils' progress and well-being. Recent changes to the indoor learning environment provide safe, well-resourced spaces that foster independent learning successfully. Opportunities for pupils to develop their learning outdoors are more limited.

Governors support the school effectively. They work with the headteacher to maintain effective safeguarding procedures and prioritise pupils' well-being.

Recommendations

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

- R1 Improve pupils' attendance.
- R2 Improve provision to develop pupils' spoken Welsh
- R3 Improve opportunities for pupils to develop their skills through outdoor learning

What happens next

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

Main evaluation

The headteacher, governors and senior leaders at Rhosddu Primary School share a clear and aspirational vision for inclusion, well-being and learning for all. This supports strong relationships across the school community, and a welcoming, caring culture. Leaders set high expectations for staff and pupils. Most pupils behave well and are polite and courteous. They show kindness towards one another, work effectively together and reflect on shared values that help them support each other's well-being.

Staff plan the curriculum successfully and ensure clear progression in learning. This supports most pupils to make strong progress in developing their literacy, numeracy and digital skills. The curriculum provides valuable opportunities for pupils to learn about Wales and their locality, including local explorers and heroes. Educational visits and visitors enhance pupils' knowledge and understanding appropriately.

Teachers take thoughtful account of pupils' interest and ideas to plan the curriculum. They use pupils' questions to plan engaging lessons that build on prior learning successfully. This supports pupils to engage well with their learning.

Spotlight: Purposeful opportunities for pupils to apply their skills independently and take ownership of their learning

The curriculum provides valuable opportunities for pupils to lead aspects of their learning. They plan learning projects independently to explore their own interests or develop their current learning. Through these opportunities most pupils apply a wide range of skills effectively and develop their thinking and problem-solving skills well.

Nearly all pupils are articulate and able to express themselves well. They speak confidently when talking to visitors and are eager to share their work. Staff provide pupils with a range of valuable opportunities to develop their oracy skills, and most pupils make good progress over time. Older pupils communicate effectively in a range of contexts, expressing themselves with increasing clarity and mature vocabulary. They adapt their voice, language and gestures successfully when taking on roles in drama activities.

The teaching of early reading skills, including how letters and sounds link together, is effective. Younger pupils make valuable progress in their reading skills and older pupils read with confidence, fluency and enjoyment. They develop effective skills in understanding texts, including predicting what might happen.

Most pupils develop effective writing skills. Younger pupils begin with mark-making and progress to independent writing through well-planned activities that encourage them to express their ideas freely. As pupils progress through the school, most pupils write at

length for different purposes. They show a clear understanding of their audience and use increasingly sophisticated vocabulary and sentence structures.

During their time at the school, most pupils make good progress in the development of their mathematical skills. Younger pupils gain a secure understanding of number, measure and shape. Teachers build on this knowledge well as pupils move through the school. By Year 6, many pupils explain the strategies they use confidently, justify their choices, and adapt their methods when necessary.

The curriculum supports pupils to develop their digital skills suitably. Most younger pupils use technology independently to record their work. Many older pupils apply their skills appropriately in independent research tasks and when creating games or animations.

Most teachers plan suitable sessions for pupils to learn and practise Welsh language patterns. This supports pupils to develop a basic understanding of the language. Despite this, pupils have too few opportunities to use Welsh regularly in lessons and throughout the day. This limits their confidence and fluency. By Year 6, pupils' spoken Welsh remains basic, and their range of vocabulary and language patterns is limited.

Overall, most teaching is strong. Many lessons move at pace and present all pupils with a beneficial level of support and challenge, relevant to their individual needs. In a few classes, the pace of learning is slower, and a minority of pupils become disengaged. In these classes, the quality of work produced does not always reflect pupils' abilities. Staff use verbal feedback effectively in many classes to support pupils to understand their strengths and areas for development. Teachers use questioning well to assess pupils' progress in lessons. Many pupils use teachers' guidance to improve their work purposefully.

The school has robust systems to identify pupils' additional needs. Through regular professional dialogue and strong collaboration with external agencies, staff provide tailored support that meet pupils' needs well. Highly skilled teaching assistants support pupils effectively to support pupils in all aspects of school life, including through a range of intervention programmes.

Many children attend school regularly. The school has robust procedures in place to track, support and address those with lower attendance. Staff use creative approaches to encourage and recognise good and improving attendance. Despite this, the number of persistent absentees remains too high and overall attendance rates are not improving.

Governors support the school effectively. They develop a strong understanding of the school's work through regular visits and a range of information provided by staff.

Governors work closely with leaders to promote a strong safeguarding culture, ensuring that pupils' safety and well-being remain a high priority across the school.

Leaders implement a robust cycle of monitoring and evaluation that provides an accurate view of the school's strengths and areas for development. Leaders use this knowledge well to guide professional learning and prioritise improvements across the school.

Spotlight: Professional learning and research strengthen pupils' wellbeing, independence and inclusion

Professional learning over recent terms has had a significant impact on improving priority areas of the school. Many staff engage in research to ensure that any changes and developments they make are based on strong evidence of success and impact. For example, action research exploring the assessment of pupils' wellbeing, has led to a powerful assessment framework being established across the school. This is enabling staff to track pupils' progress, target their independence and involve pupils in their learning.

Staff have used research about the impact of learning environments on learning to improve indoor learning areas effectively. These spaces support pupils' independence and meet the needs of more vulnerable learners well, including those with additional learning needs. Staff keep spaces tidy, accessible and well-equipped, supporting high-quality learning across the school. However, opportunities for outdoor learning are more limited.

Leaders and governors use the available budget well to provide effective staffing, appropriate resources, and a well-maintained learning environment. They target the pupil development grant effectively to support the literacy skills and well-being of pupils from low-income households.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

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

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

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