

A report on

Rhos Street C.P. School

**Ffordd Glasdir
Ruthin
Denbighshire
LL15 1QQ**

Date of inspection: April 2026

by

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

About Rhos Street C.P. School

Name of provider	Rhos Street C.P. School
Local authority	Denbighshire County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	215
Pupils of statutory school age	187
Number in nursery classes	23
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%)	14.5%
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%)	8%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	8.8%
Lead partner in Initial teacher education	
Date of headteacher appointment	01/04/2023

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Date of previous Estyn inspection (if applicable)	26/11/2018
Start date of inspection	27/04/2026

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

Leaders and staff at Rhos Street C.P. School create a calm, kind and inclusive school environment. Pupils feel well cared for and know that adults want them to do their best. Leaders promote the school's values clearly, and this helps pupils and staff build strong, respectful working relationships.

Most pupils behave well, attend regularly and develop positive attitudes to learning. They benefit from thoughtful opportunities to work with pupils of different ages, such as through paired reading and outdoor learning. These activities help younger pupils feel supported and help older pupils develop responsibility and a sense of nurture.

Most pupils, including those with additional learning needs (ALN) and those affected by poverty, make good progress. Most lessons support pupils' learning effectively, and pupils benefit from an engaging curriculum. Staff support the development of pupils' literacy and mathematics skills well. By Year 6, most pupils read confidently, talk thoughtfully about texts, use a range of calculations and apply their skills across the curriculum well. Pupils develop a broad range of useful digital skills.

In many learning activities, there is a tendency for adults to over direct learning, which limits pupils' independence and decision-making. Pupils' Welsh language skills are underdeveloped, and they do not have regular opportunities to learn about Welsh culture and history.

The school supports pupils with additional learning needs (ALN) effectively. Staff identify their needs carefully, review progress regularly and provide skilled support. In the school-run nurture class, staff provide valuable support to pupils with complex needs. The school collaborates well with families, and parents appreciate opportunities to join in school activities.

Leaders, staff and governors work together positively to improve the school. They know the school's strengths and improvement priorities and provide useful professional learning for staff. Governors support the school well.

Recommendations

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

- R1 Increase opportunities for pupils to develop as effective independent learners
- R2 Provide meaningful opportunities to learn about the history and culture of Wales and further develop pupils' Welsh language skills

What happens next

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

Main evaluation

Leaders and staff at Rhos Street Community Primary School have established a calm, caring and inclusive community where pupils feel valued and supported to do their best. The headteacher provides compassionate and purposeful leadership, promoting the school's values of 'be respectful, be kind, be your best' consistently across all aspects of school life. This strong ethos contributes directly to the positive relationships between staff and pupils. Across the school, most pupils show courtesy to others and develop positive attitudes to learning.

Spotlight: Creating strong relationships between pupils

Staff provide regular opportunities for older pupils to work with younger pupils or accompany them on visits. This collaboration supports new pupils to settle into school well and develops a strong sense of care and belonging. Pupils in Year 6 accompany Reception pupils to the 'living classroom' where they explore nature and look for signs of springtime. Younger pupils develop their reading and social skills successfully through regular paired reading sessions where they read texts aloud with an older pupil. These valuable opportunities develop a strong sense of nurture and develop teamwork effectively across the school.

Most pupils, including those with additional learning needs (ALN) and those affected by poverty, make good progress in their learning and skills during their time at the school. The school has an engaging curriculum that provides pupils with worthwhile experiences across most areas of learning. Pupils benefit from a suitable range of opportunities that

supports their spiritual, moral, and social development well. Most pupils show empathy towards others and are respectful of differences.

Most teachers ensure that learning activities move at a good pace and provide an appropriate level of challenge and support. They use questioning effectively to check understanding and offer helpful feedback during lessons, enabling pupils to improve their work and move their learning forward appropriately. Teachers provide pupils with clear success criteria or learning objectives. This supports pupils to evaluate their own work or that of their peers effectively. Across the school, staff do not always ensure that learning environments and experiences promote pupils' independence well enough. In too many lessons, teaching is overly directed and resources are not organised purposefully enough to help pupils make decisions for themselves about their learning or develop as confident, independent learners.

The school has a clear focus on developing pupils' literacy skills. Nearly all staff are strong language role models, supporting pupils to develop a rich vocabulary that they use appropriately in classroom discussions. Across the school, most pupils develop their oracy skills well and speak clearly and confidently about their learning.

Leaders and staff have successfully established a positive reading culture, supported by well-resourced classroom reading areas, regular opportunities to read, and engagement with the local library. Staff and volunteers listen to pupils read frequently, which helps most pupils develop confidence and fluency. By the end of Year 6, most pupils read with understanding and discuss their reading preferences thoughtfully. The approach to reading is well supported by leaders' effective use of assessment information to provide targeted interventions for pupils who need additional support.

The school has a progressive approach to the teaching of writing. Younger pupils develop early skills well, for example by building their hand strength through purposeful activities. By the end of Year 2, most pupils write in simple sentences. As pupils move through the school, most write effectively for a broad range of purposes. Teachers provide regular opportunities for pupils to redraft their work, although written feedback tends to focus on spelling and punctuation. A minority of older pupils do not refine the quality and presentation of their work well enough.

Teachers plan effectively to develop pupils' mathematics skills progressively. Most pupils build a secure knowledge of number and mathematical concepts over time. They apply their skills well across the curriculum, for example when handling data in science investigations. During their time in school, most pupils develop a suitable range of digital skills and use them across the curriculum successfully.

The school provides a few worthwhile opportunities to develop pupils' Welsh language skills, such as through regular assemblies and collaboration with a local Welsh-medium school. Overall, most pupils lack confidence in using simple Welsh in conversations and do not develop their skills progressively. Teachers do not plan regular opportunities for pupils to learn about the culture and history of Wales

Across the school, staff know pupils well and provide effective support for those with ALN. They identify pupils' needs accurately, monitor their progress carefully and review targets regularly. Teaching assistants provide skilful support for pupils with ALN. The school-run nurture class 'The Nest' offers valuable support for pupils with complex needs, enabling them to make suitable progress from their different starting points.

Leaders and staff promote positive behaviour effectively. Clear systems help pupils to resolve conflicts and understand expectations. Leaders monitor attendance robustly and work appropriately to address absence. Most pupils enjoy school, feel that they are treated fairly and attend regularly. The school maintains strong relationships with parents and families. Parents value regular opportunities to visit the school, and to take part in learning activities with their children.

Pupil leadership groups contribute appropriately to school life. Pupils share their ideas and take on responsibilities. Recently this work has included opportunities to promote successful anti-bullying initiatives. These groups are often directed closely by staff, which limits pupils' ability to lead initiatives independently and develop their leadership skills more fully.

Leaders and staff have clearly defined roles and collaborate to improve teaching and learning successfully. They use a suitable range of activities to evaluate the work of the school, including observations of lessons, and identify priorities for improvement. Leaders provide beneficial professional learning that aligns well with school priorities. Staff benefit from training in areas such as digital skills and supporting pupils with additional needs, leading to improved provision across the school.

Governors provide enthusiastic and knowledgeable support and are beginning to develop their role in evaluating the work of the school. They provide suitable challenge for leaders, for example in relation to pupil attendance, and support safeguarding and the well-being of staff and pupils effectively.

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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