

Report summary for parents and carers on Rhyl High School

Date of inspection: 05/05/2026

Summary

Rhyl High School is a caring and inclusive community where staff place a strong emphasis on supporting pupils' well-being. Many pupils feel safe in school and value the support they receive from staff. The school provides extensive pastoral and well-being support, including beneficial specialist provision for vulnerable pupils and pupils with additional learning needs (ALN). Pupils benefit from comprehensive transition arrangements, helpful careers guidance and a worthwhile range of extra-curricular activities and educational visits. Leaders have strong links with the wider community and promote the Welsh language and culture appropriately.

The majority of pupils make at least appropriate progress in their learning. Many pupils behave well and engage respectfully in lessons. In many cases, teachers establish purposeful working relationships with pupils and use suitable routines, explanations and questioning to support learning. Where teaching is strongest, teachers plan activities carefully, use modelling skilfully and ask questions that encourage pupils to think more deeply. However, in a minority of lessons, teachers do not provide sufficient challenge or adapt learning well enough to meet the needs of all pupils. In these lessons, pupils become too passive and make more limited progress. In addition, the quality of feedback is inconsistent and does not always support pupils well enough to improve their work.

The school provides a broad curriculum, including beneficial opportunities for pupils to follow a range of vocational pathways through its work with external partners. However, leaders do not plan strategically enough for the progressive development of pupils' literacy and numeracy skills across the curriculum. As a result, too many pupils do not develop their reading, writing, speaking and numeracy skills well enough. Attendance is improving gradually and staff work purposefully with pupils and families, although overall attendance and rates of persistent absenteeism remain a concern.

The headteacher has a clear vision based on a strong moral purpose. Leaders work particularly effectively to support pupils' well-being. Senior leaders have begun to prioritise improvements in teaching and pupil outcomes more urgently and are strengthening professional learning and self-evaluation processes. However, leaders do not always focus sharply enough on the impact of teaching on pupils' progress and skills, and improvement planning in this area lacks precision. In addition, senior leaders do not hold middle leaders to account consistently enough for the quality and impact of their work.

Recommendations and next steps

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

- R1 Improve the quality of teaching so that pupils of all abilities make good progress
- R2 Strengthen the leadership of, and provision for, the progressive development of pupils' literacy and numeracy skills
- R3 Improve attendance
- R4 Strengthen strategic leadership and accountability at all levels, particularly in relation to teaching and learning
- R5 Refine self-evaluation and improvement planning so that leaders at all levels focus precisely on the impact of teaching on pupils' progress and skills

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

Full Report

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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Publication date: 08/07/2026