Dros ddysgwyr, dros Gymru
For learners, for Wales

Rhws Primary School
Fontygary Road
Rhoose
Barry
Vale of Glamorgan
CF62 3DS

02/11/2026

Dear leaders and staff

Interim visit: October 2026

A team of inspectors visited Rhws Primary School recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff, consider documentation, and look at samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Address the shortcomings in teaching across the school, including the provision for younger pupils

- A clear vision for effective teaching underpins leaders' work to improve the quality and consistency of teaching across the school. Shared expectations for pace, purpose, challenge and curiosity have developed a common understanding of effective practice among staff and have contributed to improvements in teaching over time.
- Through systematic monitoring and review, leaders focus on specific aspects of teaching. They share their findings with staff to reinforce expectations and identify areas for improvement. This helps to refine classroom practice and supports pupils' progress.
- Purposeful professional learning has strengthened staff's understanding of effective teaching approaches. Regular coaching sessions and visits to other schools help teachers reflect on and refine their practice. Staff apply this learning effectively to improve their teaching.

- Staff in the younger classes support pupils' learning through play and exploration effectively. They observe pupils carefully to identify their interests and developing skills. They use this information to adapt their interactions and extend pupils' learning.
- Younger pupils have access to a wide range of high-quality resources, including specialist equipment such as woodworking benches and architects' drawing stations. These provide valuable opportunities for pupils to develop their creativity, practical skills and ability to solve problems.
- Staff have developed a good, shared understanding of progression and use this effectively when planning and teaching practical inquiry activities in the younger classes. These learning experiences help to build pupils' investigative and problem-solving skills progressively.
- Outdoor learning environments provide increasingly effective opportunities for younger pupils to explore and play independently. Staff make purposeful use of these spaces to encourage pupils' curiosity and help them take greater ownership of their learning.

Strengthen curriculum planning to ensure that pupils independently apply their skills, across all areas of learning, with an appropriate level of challenge

- A worthwhile range of self-evaluation activities enables leaders to evaluate how well the curriculum challenges pupils and develops their independence. Leaders use their findings to identify priorities for further improvement.
- Beneficial professional learning helps staff evaluate opportunities for pupils to apply their skills across the curriculum. This develops staff's understanding of how to plan purposeful learning experiences that encourage pupils to work independently.
- Leaders and staff have improved curriculum planning to provide pupils with meaningful opportunities to apply their literacy and numeracy skills. Many of these experiences draw purposefully on contexts linked to Wales and the wider world.
- Across the school, staff have created engaging learning environments with readily available resources that enable pupils to work with increasing independence. As pupils progress through the school, they have regular opportunities to make independent choices about how they present their work across the curriculum.

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- Overall, teachers use purposeful questioning to encourage pupils to think for themselves and make decisions about their learning. This encourages pupils to persevere and find solutions to problems before seeking adult support.
- Where teaching is most effective, teachers plan activities that challenge pupils appropriately and encourage them to apply their skills independently. Leaders recognise that feedback is not yet consistently effective in helping pupils improve their work and make further progress.

The school's/PRU's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:
http://www.estyn.gov.wales/provider/6732133

Yours sincerely



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