



Report summary for parents and carers on Ysgol Rhos Helyg

Date of inspection: November 2024

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

Summary

The headteacher at Rhos Helyg Primary School prioritises pupils' well-being. Staff foster a nurturing, inclusive environment where all pupils feel safe and valued. They maintain strong relationships with pupils and their families, ensuring a supportive community that contributes to pupils' confidence and eagerness to learn. Pupils demonstrate exemplary behaviour and respect for others. Leaders and staff provide effective support for pupils with additional learning needs (ALN), working closely with external agencies and using targeted strategies to ensure progress. This approach helps pupils with ALN to make good progress academically and socially.

The school emphasises the development of pupils' speaking, listening, reading, and mathematical skills. Most pupils show strong progress in their communication skills, with older pupils engaging confidently in class discussions. The school's focus on reading fosters a love of books, and pupils develop a solid understanding of mathematical concepts. However, opportunities for pupils to apply numeracy skills across subjects are limited. The provision for the development of digital skills is inconsistent, particularly for older pupils, hindering their progress in this area.

The curriculum reflects the cultural and linguistic diversity of the community, offering varied opportunities for pupils to explore different religions and values. Pupils also have opportunities for leadership roles, contributing meaningfully to school life, such as selecting playground toys through the school council. Most pupils work collaboratively and show perseverance when problem-solving. However, opportunities for independent learning are occasionally restricted by staff over-directing activities.

Leaders have a clear understanding of the school's strengths and areas for development and use a range of self-evaluation tools well to facilitate school improvement. For example, their recent work to improve provision for reading has been effective. However, they do not always ensure there is a sharp enough focus on important areas for improvement, such as the lack of challenge and pace in lessons. As a result, older pupils do not always make as much progress as they could.

Governors support the school effectively, ensuring resources are well deployed to support learning and well-being. They monitor pupil development grant expenditure closely and use it to enrich pupils' experiences.

Recommendations and next steps

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

- R1 Use monitoring processes more effectively to identify opportunities to improve aspects of teaching and learning
- R2 Continue to develop older pupils' digital and independent learning skills

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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