

Report summary for parents and carers on Rhos Y Fedwen

Date of inspection: 01/06/2026

Summary

The school provides a caring and inclusive environment where nearly all pupils feel safe, happy and well supported. However, over time, leaders have not ensured that pupils receive an acceptable standard of education. The quality of teaching and learning is too variable across the school. In many lessons, activities do not match pupils' individual needs closely enough or build sufficiently on what they already know and can do. As a result, too many pupils, including those from low-income households, do not make enough progress during their time at school, particularly in writing and mathematics.

Leaders identify a few appropriate priorities for improvement. This is beginning to strengthen a very few aspects of the school's work. However, monitoring and feedback processes are weak. Leaders do not identify or address important shortcomings in the quality of teaching and learning. Progress towards addressing the school's improvement priorities is generally too slow.

The school curriculum is relevant to pupils and the local community. Staff provide pupils with a useful range of opportunities to broaden their experiences and develop new interests. Pupils contribute positively to the local community through the work of the school leadership groups.

Adults model language well and although many pupils start school with skills below those expected for their age, they strengthen their social and communication skills quickly. Recent work has improved pupils' enjoyment of reading and their reading fluency. Pupils' ability to read with deeper understanding is less well developed. The school has recently introduced a useful framework for the teaching of writing that is starting to improve the work of a few more able pupils. During lessons however, teachers do not focus their planning and use of resources on addressing specific gaps in pupils' basic writing skills. There are similar weaknesses in the teaching of mathematical skills. In too many cases, the work is too hard and the majority of pupils make limited progress in the development of their writing and mathematics skills.

Most pupils develop suitable digital skills and show enthusiasm for learning Welsh.

Staff build warm and purposeful relationships with families, connecting them to a beneficial range of support services where required. This work contributes positively to the well-being and attendance of vulnerable pupils. Effective links between school and external professionals help to ensure that pupils with additional learning needs (ALN) make secure progress towards their identified targets.

Governors are beginning to develop their understanding of their role in challenging the school's work. Currently however, their ability to evaluate the impact of teaching on pupils' progress is at an early stage of development. They do not hold leaders to account for shortcomings in teaching and learning at the school.

Recommendations and next steps

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

- R1 Address the safeguarding concerns identified during the inspection
- R2 Improve the strategic leadership of teaching by using evaluation processes and professional learning more effectively to address shortcomings
- R3 Ensure that all pupils receive the right level of support and challenge in their learning
- R4 Ensure the progressive development of pupils' reading, writing and mathematical 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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