

Inspection of Rhyl Community Primary School

Rhyl Street, London NW5 3HB

Inspection dates: 7 and 8 February 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils thrive at this safe, nurturing and inclusive school. Staff and pupils are happy and extremely proud to be members of their school community. Pupils' learning gets off to a strong start in the early years. This high-quality provision continues throughout the school.

Leaders have high aspirations for everyone. Staff know the pupils very well and give them the precise support they need to flourish. This is especially true for disadvantaged pupils, including those with special educational needs and/or disabilities (SEND), who receive excellent support and guidance. They routinely strive to meet teachers' high standards and achieve very well as a result.

Leaders are hugely committed to the pupils and their families. They go above and beyond to provide a great deal of support for the community. The school has developed an impressive provision for pupils' personal development. As well as a wide range of educational visits, residentials and experiences, the school also sets up many industry partnerships to inspire purpose and ambition in pupils. For example, in their 'community kitchen', they learn about different career paths, such as being a sushi chef, as well as getting practical experience of making sushi. Pupils are prepared well for life in modern Britain and supported to be successful in their later lives.

What does the school do well and what does it need to do better?

The school has designed a curriculum with a clearly defined view of what pupils should learn over their time at Rhyl Primary. Leaders have broken down key subject content into small chunks, which helps pupils to learn crucial knowledge and skills in a logical order. The curriculum is set out so that pupils routinely revisit and consolidate what they have learned before. This means they are well prepared to then move on to more complex ideas. This approach starts in the early years, where children gain a solid foundation that ensures they are well prepared for the next stages of their education. Highly skilled staff use every opportunity to reinforce and revisit learning, both when children are at play and when taking part in focused activities.

Teachers have secure subject knowledge and use skilful questioning. This enables them to reinforce key concepts and knowledge, and deal with misconceptions. The provision for all pupils, including those with complex needs, is impressive. Leaders waste no time in identifying children who may need additional support in the early years as well as those who start at the school in other year groups. Teachers adapt their approach for pupils with SEND exceptionally well. Expert staff support pupils with SEND in accessing and achieving the high ambitions of the curriculum.

Learning to read and becoming a fluent reader are absolute priorities for the school. Skilled staff help pupils to decode words and develop into fluent readers. Regular

assessment allows staff to identify and address any gaps in pupils' phonics knowledge. Teachers make sure that pupils read books that match the sounds they are learning. There is a sharp focus on ensuring that pupils who need extra help to keep up benefit from daily additional support. Leaders select ambitious core texts as the foundation of the curriculum to ensure that each year group is exposed to a broad and rich range of literature. A well-stocked library and reading assemblies encourage pupils to read widely and often, developing their love for reading.

From the early years, children learn to show a positive attitude towards their learning. Pupils are taught that they should treat others with respect, even if they have different beliefs or backgrounds. Pupils behave exceptionally well in lessons and around the school. This is because expectations are clear and are consistently applied. Bullying is extremely rare and is dealt with well when it does happen. Leaders have high ambitions for pupils' attendance, which is improving. Pupils receive appropriate support on the rare occasions when their behaviour or attendance does not match the high expectations of staff.

The school is committed to ensuring that pupils receive a rich all-round school experience, both within and beyond the academic curriculum. Leaders provide a wide range of clubs as well as trips to museums, zoos, places of worship and galleries. Year 6 pupils enjoy a residential to a nature reserve and some pupils spend a week on a working farm. Pupils are provided with plentiful opportunities to learn about different careers and professions, as well as life skills such as money management. They are also trusted with positions of responsibility. These include the junior leadership team, eco-warriors, anti-bullying champions and well-being champions.

Leaders at all levels have an unwavering commitment to providing the very best education for all and are continuously seeking ways to refine the school's offer. Governors make a very significant contribution to the school's drive for excellence. They have a thorough understanding of the school, hold leaders to account effectively and make time to visit the school regularly. Staff feel valued and appreciated, irrespective of their role.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100021
Local authority	Camden
Inspection number	10293191
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	421
Appropriate authority	The governing body
Chair of governing body	Helene Reardon-Bond
Headteacher	Helen Connor
Website	www.rhylprim.camden.sch.uk
Date of previous inspection	24 January 2017, under section 8 of the Education Act 2005

Information about this school

- The school merged with another local school in 2021 and is now spread over two sites.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders, teachers and pupils. The lead inspector met with the members of the governing body, including

the chair of governors. The lead inspector also held a meeting with a representative of the local authority.

- Inspectors carried out deep dives in these subjects: early reading, music, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to some pupils read to staff.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspector/inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took account of a range of other information, including the school's development plans, school policies and governor minutes. They also considered external reports of the school from the local authority.
- They took account of parent and staff views through conversations and responses to Ofsted's surveys.
- The inspectors spoke to pupils during lesson visits. They observed pupils' behaviour in lessons and at breaktimes and lunchtimes. The inspectors spoke to staff about behaviour and about their workload in the school.

Inspection team

Sabrina Edwards, lead inspector	His Majesty's Inspector
David Hatchett	Ofsted Inspector
Nick Turvey	His Majesty's Inspector
David Bryant	Ofsted Inspector

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