

**Report summary for parents
and carers on St Mary's R.C.
Primary School**
Date of inspection: October 2025

Summary

St. Mary's RC Primary School is a highly effective and inclusive learning community, guided by purposeful leadership and a clear strategic vision. The headteacher, senior leaders, and governors foster collaboration and trust, creating a cohesive staff team dedicated to pupils' well-being and success. The school's culture is underpinned by mutual respect and a strong safeguarding ethos, ensuring that every pupil feels valued, safe, and supported.

Pupils' social, moral, spiritual, and cultural development is a notable strength. There are carefully planned experiences, that enable pupils to learn empathy, responsibility, and respect for diversity, forming a harmonious and caring community. Teaching is lively, well-organised, and engaging, leading most pupils to make strong progress and take pride in their work. However, in a minority of lessons and particularly in mathematics, a few tasks offer insufficient challenge for more able learners. Lessons promote curiosity and enthusiasm for learning, supported by warm relationships between staff and pupils.

The school's provision for oracy and English language development is exemplary. A majority of pupils join the school with limited English skills. Through patient, structured teaching and rich exposure to quality literature, they become articulate communicators and enthusiastic readers and writers by Year 6. Mathematics teaching is systematic, and as a result, many pupils make sound progress. Most pupils are enthusiastic Welsh language learners and respond to straightforward questions in Welsh. Most develop valuable digital skills and use technology confidently and safely.

The curriculum is broad, relevant, and thoughtfully integrated across subjects. For example, there are meaningful links to religion, values, and ethics. Most pupils behave impeccably and show pride in their school, contributing actively through pupil leadership roles and initiatives such as the eco-committee. Staff identify the few pupils with additional learning needs early and provide targeted support, often in collaboration with external agencies.

Leaders and governors have a deep understanding of the school's context and use self-evaluation effectively to drive improvement. Professional learning is integral to school life, with collaboration and enquiry promoting innovation. Overall, the school is a vibrant, nurturing environment where pupils flourish academically, socially, and emotionally, preparing them well for future success.

Recommendations and next steps

We have made one recommendation to help the school continue to improve:

R1. Ensure that teaching across the school encourages all pupils, particularly the more able, to achieve as well as they could

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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