

# **Report summary for parents and carers on St Joseph's Catholic Junior School**

**Date of inspection: November  
2025**

# Summary

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St Joseph's Catholic Junior School is a warm, welcoming and inclusive school, where each pupil is known and valued. The Head, staff and governors have a clear vision which focuses on the social and emotional well-being of staff and pupils. As a result of this, nearly all pupils are empathetic and compassionate, showing kindness and care to each other. Pupils' behave well and have positive attitudes to learning.

There is a strong culture of teamwork in the school and staff work effectively, with a shared commitment to meeting the needs of all pupils, including those pupils effected by poverty or with additional learning needs (ALN). Leaders and staff ensure that there is effective support for pupils with ALN, and that all pupils have equal access to the curriculum.

When they start in St Joseph's, most pupils have skills which are appropriate to their age. During their time in school, many pupils make good progress in their mathematical knowledge and understanding, which they are beginning to apply in other parts of the curriculum. Most pupils develop strong digital skills and use these effectively for a range of purposes. However, many learning activities are too directed and do not allow pupils to develop independence in their learning.

A focus on their speaking and listening skills means that most pupils communicate well with each other and have a good vocabulary. They are able to collaborate, share ideas and agree conclusions effectively when working in a group. Most pupils are keen to talk about their learning and are polite, friendly and confident when speaking. This includes engaging very positively with the Welsh language. Nearly all pupils develop their skills in speaking Welsh well and use Welsh throughout each day, both within and outside the classroom.

Most pupils read well and with expression and many older pupils use inference and deduction to support their wider learning. Recent changes to the teaching of writing are starting to enable pupils to write competently at length for different purposes across the curriculum.

Most teachers use a suitable range of teaching and assessment strategies and the curriculum is beginning to build appropriately on previous knowledge, skills and experiences. However, leaders do not evaluate the quality of teaching nor its impact on pupils' progress sufficiently.

# Recommendations and next steps

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

- R1 Sharpen self-evaluation processes so that leaders ensure that the quality of teaching and learning experiences have a positive and consistent impact on pupil progress
- R2 Strengthen the opportunities for pupils to make choices about how and what they learn and apply their skills independently

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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