

Report summary for parents and carers on Bedwas Junior School

Date of inspection: 19/01/2026

Summary

Pupils enjoy attending Bedwas Junior School. They benefit from an inclusive and welcoming learning environment. Most pupils are keen to learn and behave well, showing respect to others. There are positive working relationships between pupils and staff. Staff support pupils' well-being effectively so that they feel safe and well cared for. Most pupils listen attentively, follow instructions carefully and communicate confidently about their work.

Leaders do not currently provide effective strategic direction for the school's work. Overall, they do not use processes, such as self-evaluation well enough to ensure that teaching supports pupils to make the progress they could. Teachers' expectations and provision for pupils' progress in the development of important skills, in lessons and over time, are not high enough. Too much teaching does not engage or sustain pupils' interests well enough. This means that, too often, rates of progress, including those of pupils from low-income households, are too low.

Aspects of the school's work are effective. These include provision for pupils with additional learning needs and the school's work to nurture positive attitudes to reading amongst pupils and to develop their skills as competent and confident readers. Most pupils make suitable progress in developing their physical, creative and digital skills. Pupils' progress in their development as writers is generally slow. Many pupils enjoy mathematics, but teaching does not support them to make the progress they could or ensure that they have enough opportunities to use and apply their mathematical skills across the curriculum. Pupils' progress in learning Welsh is intermittent.

The school has appropriate safeguarding arrangements. However, processes to monitor and improve rates of attendance are not robust. Too many pupils do not attend school often enough.

Recommendations and next steps

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

- R1 Improve leadership at all levels to ensure that self-evaluation and improvement processes have a consistently positive impact on pupils' progress
- R2 Ensure teaching consistently provides the right level of challenge for pupils
- R3 Develop an engaging curriculum that meets requirements and enables pupils to develop a breadth of skills that they can apply independently across their learning
- R4 Improve rates of attendance, including for those from low-income households

In accordance with the Education Act 2005, HMCI is of the opinion, that special measures are required in relation to this school. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress usually every four to six months.

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the

.

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