

A report on

Catwg Primary School

**Main Road
Cadoxton
Neath
SA10 8BL**

Date of inspection: February 2026

by

**Estyn, His Majesty's Inspectorate for Education
and Training in Wales**

About Catwg Primary School

Name of provider	Catwg Primary School
Local authority	Neath Port Talbot County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	203
Pupils of statutory school age	154
Number in nursery classes	31
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 21.7%)	14.0%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 9.2%)	7.1%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	*
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2022
Date of previous Estyn inspection (if applicable)	09/10/2023
Start date of inspection	23/02/2026

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website:
mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Pupils at Catwg Primary School benefit from a warm, inclusive environment that promotes their well-being effectively. Nearly all pupils behave well, treat one another with respect and form strong, trusting relationships. Older pupils act as positive role models, and many take on leadership roles that build their confidence and sense of responsibility. This caring ethos contributes positively to pupils' spiritual, moral, social and cultural development.

Teaching enables most pupils to engage well with learning and make good progress as they move through the school. From the moment they join the school, pupils settle quickly and respond well to clear expectations.

Pupils' speaking and listening skills are well developed. Teachers provide regular, purposeful activities that promote dialogue so nearly all pupils develop increasing clarity and confidence in how they communicate with others

A structured approach to reading helps most pupils develop confidence, read fluently and enjoy books. As pupils move through the school, pupils develop their writing and mathematical skills well and they apply their skills purposefully across the curriculum. However, the school does not build on pupils' spoken Welsh skills consistently enough, which limits their ability to develop confidence and fluency in the language.

Nearly all pupils with additional learning needs (ALN), including those in the Learning Support Centre (LSC), make at least good progress from their individual starting points. They receive timely and well targeted support. The school adopts an inclusive approach and provides beneficial opportunities for pupils from the LSC to work effectively alongside their peers in mainstream classes.

The curriculum provides engaging learning experiences, including practical activities, inquiry work, and local visits. Staff support pupils' literacy and numeracy skills effectively. Pupils' wider skills, such as creativity and critical thinking, are not developed well enough, and the progression in these skills is not always clear. As a result, pupils do not build on them in a consistent way. Leaders provide clear direction and a strong focus on improvement. Self-evaluation activities identify priorities for improvement accurately. Professional learning supports these priorities effectively. Staff collaborate appropriately to strengthen their practice, which is beginning to improve consistency in the quality of teaching and learning.

Leaders' effective work with families and partners has led to steady improvements in attendance over the past three years.

Recommendations

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

- R1 Strengthen the curriculum to ensure greater coherence and clearer progression for pupils across all areas of learning.
- R2 Improve pupils' Welsh oracy skills.

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main evaluation

Across the school, nearly all pupils show a strong sense of well-being and a positive attitude towards learning. They value the supportive relationships they have with staff. This impacts positively on their behaviour. Pupils are polite, respectful and considerate towards one another.

Many pupils undertake a range of leadership roles and approach these responsibilities with maturity and pride. Older pupils act as positive role models and contribute strongly to the school's warm, inclusive ethos. This helps pupils feel safe, listened to and well cared for. The school supports pupils' spiritual, moral, social and cultural development effectively.

Staff build purposeful and encouraging relationships with pupils from the moment they start school. Consequently, pupils settle quickly, engage well with learning and maintain focus throughout lessons. Over time, most pupils, including those from low-income households make good progress from their individual starting points.

Leadership provides clear, strategic direction and a strong commitment to improvement. Leaders communicate high expectations and support staff well to implement changes to teaching approaches and behaviour systems. They promote reflective practice and professional growth, including the purposeful use of the outdoor environment to engage pupils with a wide range of abilities and needs. This is improving pupils' well-being, fostering positive attitudes to learning, and contributing to their overall achievement.

Pupils' speaking and listening skills are well developed. Teachers provide regular, worthwhile activities that promote dialogue so nearly all pupils listen with interest and confidence and contribute thoughtfully to discussions. As they move through the school, their vocabulary develops well and they explain their thinking with increasing clarity and precision. The school teaches early reading skills effectively, with a clear focus on supporting pupils to understand the sounds that letters make. This is helping most pupils to become confident, enthusiastic readers who discuss their books with growing maturity by the time they reach Year 6.

The school is developing a purposeful and progressive approach to writing. Most teachers provide pupils with valuable opportunities to apply their writing skills across the curriculum. Many younger pupils write in full sentences for different purposes, while older pupils produce extended, more detailed pieces. They make good progress in their writing by the time they leave the school.

Most teachers plan engaging lessons that encourage pupils to discuss their ideas and work collaboratively. Pupils cooperate well, show resilience and enjoy solving problems. Staff use questioning effectively to deepen pupils' understanding and prompt them to explain their ideas clearly. Regular verbal feedback and planned opportunities for reflection help pupils to evaluate their learning and maintain focus.

Nearly all pupils with additional learning needs (ALN) make strong progress from their individual starting points. Staff identify pupils' needs promptly, and leaders ensure that targeted provision is implemented effectively. Pupils in the Learning Support Centre (LSC) for hearing impairment benefit from carefully planned specialist provision. They receive effective support when learning alongside their mainstream peers.

Spotlight 1

A notable strength of the school is its highly inclusive ethos, which ensures that pupils from the LSC are fully involved in all aspects of school life. The school's commitment to inclusion is exemplified by the regular opportunities it provides for all pupils to learn and use British Sign Language (BSL). This consistent exposure strengthens communication between pupils, fosters empathy and deepens mutual understanding, helping to promote a shared sense of belonging across the school community.

Professional learning is purposeful and links closely to the school's priorities. Staff access a broad range of training, including work to improve teaching and learning and improvement in the use of the outdoor environment. This has strengthened staff confidence and improved subject knowledge. Leaders encourage staff to lead on aspects of improvement such as developing pupils' reading skills. This is beginning to help them to contribute more effectively to curriculum development and whole-school priorities.

The curriculum offers pupils a suitable range of meaningful learning experiences. Teachers plan a rich blend of practical and inquirybased activities that engage pupils effectively in their learning. These experiences are strengthened through visits to the local area and by welcoming visitors into school.

While leaders have worked with staff to establish systematic approaches to developing pupils' literacy and numeracy skills, their work to promote pupils' wider knowledge and skills, such as creativity and critical thinking, is less well developed. In addition, leaders have not mapped the progression of these skills across the curriculum carefully enough, which limits continuity in pupils' learning. Consequently, pupils do not consistently build their knowledge and these skills in a coherent way.

Spotlight 2

The school makes highly effective use of its well-developed woodland area to enrich pupils' learning and personal development. Regular sessions outdoors, provide valuable opportunities for pupils to collaborate on practical tasks that build their problem-solving skills, teamwork and independence. Mixed-age activities foster a supportive and nurturing environment, with older pupils guiding and encouraging younger children. This approach strengthens relationships across the school and builds pupils' confidence as they embrace new challenges.

The headteacher and governors work closely to ensure the school responds effectively to the needs of its growing community. Leaders use staffing and resources thoughtfully, making sensible adjustments to support pupils and maintain strong provision. Self-evaluation processes are well established and help leaders identify strengths and areas for improvement. Leaders use this information well to identify key priorities, and staff work collaboratively to address them. This is leading to greater consistency in classroom practice across the school.

The school ensures that pupils learn about Welsh heritage, culture and local history through a range of class-based and school wide activities. Through this, they develop a sense of pride in being Welsh. Teachers provide regular opportunities for pupils to learn the Welsh language. However, this work is at an early stage, and most pupils do not speak in Welsh with sufficient clarity or confidence.

Most teachers use secure mathematical knowledge to plan engaging activities that support pupils to make suitable progress. Recent improvements to the mathematics curriculum have strengthened opportunities for progression. Pupils now have regular opportunities to apply their numeracy skills across the curriculum. This deepens pupils' thinking and learning in mathematics. Pupils use technology regularly across a range of subjects, which helps them develop their digital skills appropriately as they progress through the school.

Leaders and staff plan transition activities carefully. Home visits, for new pupils starting school, help staff to establish positive relationships with families and understand pupils' needs before they arrive. This ensures that pupils settle quickly and feel secure from the outset. Leaders' sustained work with families and external agencies has contributed to steady improvements in attendance over the past three years.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern

The school's arrangements for site management do not give any cause for concern

The school has appropriate arrangements for promoting healthy eating and drinking

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with Section 28 of the Education Act 2005.

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