

Report summary for parents and carers on Catwg Primary School

Date of inspection: 23/02/2026

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 and next steps

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.

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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