

A report on
St John Lloyd R.C. Primary School

**Cemaes Crescent,
Trowbridge
Cardiff
CF3 1SX**

Date of inspection: May 2026

by

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

About St John Lloyd R.C. Primary School

Name of provider	St John Lloyd R.C. Primary School
Local authority	Cardiff Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	Estyn does not inspect denominational religious education or the religious content of collective worship when it is a school with a religious character. Instead, the governing body is required by law to arrange for denominational religious education and collective worship to be inspected separately.
Number of pupils on roll	337
Pupils of statutory school age	265
Number in nursery classes	41
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%)	39.4%
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%)	4.2%
Percentage of pupils who speak Welsh at home	*

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Percentage of pupils with English as an additional language	29.4%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2015
Date of previous Estyn inspection (if applicable)	22/02/2019
Start date of inspection	05/05/2026

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

St John Lloyd RC Primary School is a welcoming, inclusive learning community where support for pupils' well-being is at the heart of all aspects of school life. Nearly all pupils enjoy school and feel safe and secure. The headteacher and staff build strong, respectful relationships with pupils, parents and one another and this contributes very well to the school's family ethos. Nearly all pupils enjoy coming to school and engage well in their lessons. Pupils demonstrate good attitudes and take appropriate ownership for aspects of their learning, including making suggestions on how and what they learn.

The school provides pupils with a range of experiences that enrich learning through a broad and engaging curriculum that celebrates the history and culture of Wales well. Teachers ensure that many pupils make good progress from their starting points, including those with additional learning needs (ALN) and those from low-income households. They establish supportive classroom environments and strong working relationships. In the most effective lessons, teachers use questioning successfully to support pupils' progress but, in too many lessons, over-direction limits opportunities for pupils to develop as effective independent learners.

Most pupils read well and become fluent, expressive readers. They develop secure mathematical knowledge and understanding and use digital technology to enhance their learning. Teachers use the Welsh language regularly throughout the day and pupils make good progress in developing their Welsh language skills, using it naturally in the daily life of the school.

Leaders have a secure knowledge of the school's community context and staff work closely with parents through family learning events and targeted support to enhance pupils' learning and well-being and to improve attendance. Family engagement is a strength, with staff providing tailored support that helps families access learning opportunities and to play an active role in school life.

Although leaders and governors use monitoring appropriately to evaluate the quality of teaching and learning, they do not always identify important aspects where improvement is needed to further develop pupils' wider skills. Governors support the school appropriately. They engage well with staff and have a sound understanding of the school's day-to-day work.

Recommendations

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

- R1 Sharpen self-evaluation to focus closely on improving the quality of teaching
- R2 Address inconsistencies in teaching to ensure all pupils develop as independent thinkers and learners

What happens next

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

Main evaluation

St John Lloyd RC Primary School is a welcoming, inclusive learning community where support for pupils' well-being is highly effective. Pupils demonstrate good attitudes towards learning. They enjoy coming to school and engage well in lessons. They take appropriate ownership for aspects of their learning, including making suggestions about how and what they learn.

The headteacher, staff and governors build strong, respectful relationships with pupils, parents and one another and this contributes well to the school's strong family ethos. Together, they share a clear vision that promotes a nurturing and supportive school community and results in a calm, purposeful environment where pupils feel safe, secure and valued.

Spotlight: Actively involving families in pupils' learning

Leaders demonstrate a strong understanding of the local community and work proactively with parents through family learning events and targeted support to enhance pupils' learning and well-being and improve attendance. Family engagement is a strength with staff providing tailored support that helps families access learning opportunities through initiatives such as 'Families Learning Together'. As a result, families play an active role in school life and pupils' learning outcomes improve.

Leaders and staff are developing a curriculum that reflects the cultural, linguistic and diverse nature of the local community and Wales successfully. Teachers provide opportunities for pupils to influence their learning at the start of topics and create Wonder Walls in classrooms where pupils pose questions for consideration in their lessons. This gives them a sense of ownership in their learning. The school provides a range of learning and enrichment experiences such as visits and visitors to school and regular opportunities for music. These experiences support pupils' holistic development well.

The school's curriculum supports pupils' spiritual, moral, social and cultural development ably through celebrations of diversity and valuing every child as an important member of the school community. Pupils are respectful and kind and develop leadership skills effectively. School leaders encourage pupils to influence the life of the school through pupil leadership groups, enabling them to take on responsibilities aimed at improving the school environment as well as additional factors that affect their daily lives.

Teachers create calm, well-organised and attractive learning environments. In many lessons, they recap prior learning effectively to help pupils sustain their focus and build on what they already know. Where teaching is strongest, staff use questioning well to assess pupils' understanding, address misconceptions and move learning forward. This helps pupils to stay engaged and complete tasks appropriately. In these lessons, pupils have useful opportunities to assess their own work and that of their peers and make improvements. In lessons where learning is too heavily directed by adults, pupils do not develop their independent learning and thinking skills well enough to ensure they make the progress they could.

Provision for pupils with additional learning needs (ALN) is effective. The school has organised systems in place to identify, monitor and review pupils' progress. Staff provide regular, focused support within lessons and through small group interventions. This helps pupils make good progress in relation to their personal targets during their time at the school. Staff work well in partnership with external services to provide effective targeted support for pupils.

Most pupils, including those with ALN, make good progress in most areas of the curriculum over time. Pupils develop their language and communication skills well. Younger pupils happily engage with visitors when talking about their work and listen carefully to others' ideas and suggestions. Older pupils listen well and communicate clearly and confidently for a range of purposes. The school has a positive culture of reading. Most pupils develop their reading skills well and demonstrate an enjoyment in reading. Many pupils develop their writing skills suitably as they move through the school. Younger pupils write simple

sentences and use basic punctuation with increasing accuracy. Older pupils write in a useful range of genres, and in a few cases, pupils produce especially imaginative work.

Most pupils make good progress in developing their Welsh language skills. They benefit from hearing Welsh spoken regularly and this encourages them to frequently use the language in the daily life of the school. Most teachers use a range of approaches, to help pupils build their knowledge of vocabulary and sentence patterns that enable them to speak with increasing confidence.

Most pupils make good progress in developing their mathematical understanding. Many pupils develop early number skills well and older pupils develop suitable mental calculation strategies. Staff are beginning to extend opportunities for pupils to apply their numeracy skills across the curriculum. Many older pupils use digital technology suitably to support and enhance their learning. Across the school, pupils are aware of how to stay safe online.

Opportunities for pupils to develop their creative and physical skills are developing well. Younger pupils benefit from practical experiences, and outdoor play ensures that pupils are active every day. Most pupils develop effective social and collaborative skills, working in pairs or groups on tasks. Pupils discuss topics in groups well and are eager to contribute to their learning. They show respect and consideration to others.

The headteacher places a suitable focus on developing leadership across the school. Leaders understand their roles and responsibilities well and undertake regular monitoring activities. Governors support the school appropriately. They engage well with staff and have a sound understanding of the school's day-to-day work. Leaders and governors generally set appropriate priorities for school improvement, but self-evaluation does not always identify precisely enough aspects of teaching where improvement would further support pupils' learning and progress.

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/carers 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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Publication date: 08/07/2026