

Report summary for parents and carers on St Joseph's R.C. Primary School

Date of inspection: June 2026

Summary

Leaders at St Joseph's Roman Catholic Primary School are committed to creating a happy school that celebrates its place in the local community and in Wales. This contributes to an important sense of belonging where many pupils feel safe and respected at school. They are developing a sound understanding of their sense of place through learning about their locality as well as being a citizen of Wales. Many pupils enjoy coming to school and generally engage appropriately with the learning experiences provided. However, approaches to behaviour management are too variable across the school. This means that there is frequent low-level disruption in lessons that hinders learning. In addition, too many pupils eligible for Free School Meals do not attend school regularly enough.

By the time they leave school, a majority of pupils make suitable progress from their starting points. However, due to inconsistencies in the quality of teaching a minority of pupils do not make enough progress during their time at school. The progress of pupils with additional learning needs is too variable. Leaders and teachers do not have a strong understanding of how well intervention strategies support these pupils to progress.

Although they plan for a range of interesting learning activities, leaders and teachers do not focus sufficiently on the progressive development of pupils' literacy, numeracy and digital skills. As a result, too many pupils do not make the progress of which they are capable.

Leaders do not evaluate the impact that the school's provision has on pupils' progress well enough. Monitoring processes do not provide leaders with a clear enough understanding of the school's strengths and areas for development, particularly in teaching and learning. Overall, leaders and governors do not hold each other accountable enough for the quality of provision or pupils' progress in their learning.

The school has established positive relationships with parents and carers, creating a welcoming community where families feel valued. Staff celebrate the rich diversity of cultures represented within the school community effectively, providing meaningful opportunities for pupils to develop respect, understanding and pride in their own and others' backgrounds. Arrangements to support pupils' transition to high school are well planned. In addition, the school's highly effective buddy system provides very strong support for pupils joining the school. This helps new pupils to settle quickly, develop positive friendships and build confidence.

Recommendations and next steps

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

- R1 Strengthen the strategic leadership of teaching and learning through effective self-evaluation and improvement processes.
- R2 Improve the quality and consistency of teaching and assessment to ensure that all pupils are supported and challenged effectively.
- R3 Ensure that teachers plan systematically for the progressive development of pupils' skills in particular writing, mathematics and digital.
- R4 Improve attendance for pupils eligible for free school meals.

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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