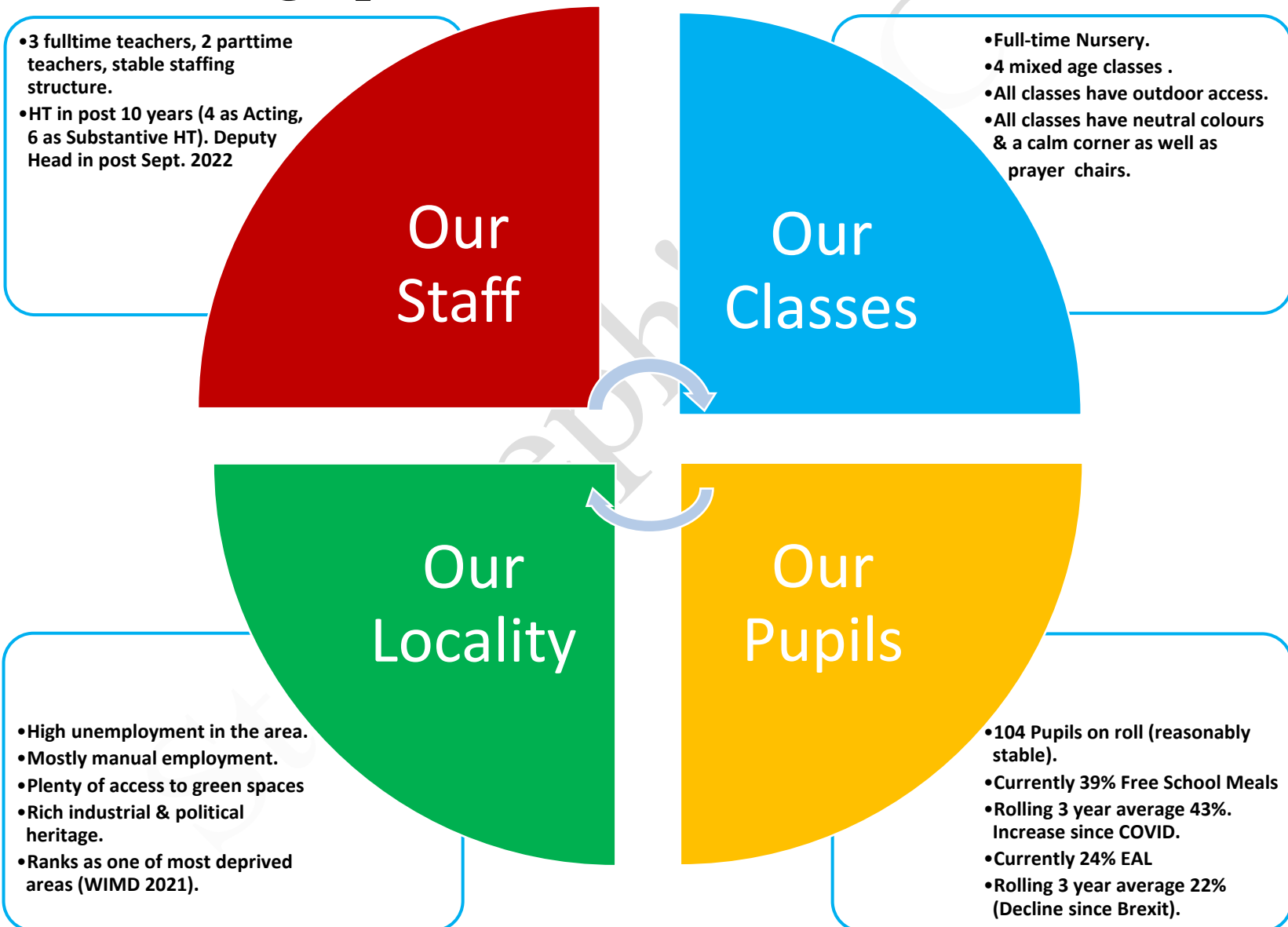




# St Joseph's RC Primary

<b>School context information</b>
<b>Our pupils</b>
<i>102 pupils on roll, 3-11, nursery provision Ethnicity, 26% EAL 3% ALN, 30% eFSM</i>
<b>Our classes</b>
<i>4 classes, N/R, Year 1/2, Year 3/4, , Year 5/6, Full time Nursery provision, large outdoor environment.</i>
<b>Our community</b>
<i>1. Learner context: Most of our pupils live in one of the most deprived areas according to the WIMD. 'Blaenau Gwent was the local authority with the highest overall rate of income deprivation among children aged 0 to 4, at 37%.' (WIMD 2021)</i>
<i>2. Environmental contexts- Rich history of mining and political figures in the local area.</i>
<i>3. Learning opportunities through our environments. Local History studied by all classes.</i>
<b>Our staff</b>
<i>Staffing structure, 5 teachers (one job share)/6 TAs (one job share), Headteacher, Acting Deputy Headteacher, Foundation Phase Leader &amp; Professional Learning Lead.</i>

# Infographic of contextual information



<b>Inspection Area 1</b>		
<b>1.1 Teaching</b>		
<b>Evaluation</b>	<b>Key evidence</b>	<b>Comments</b>
<p><b>Most teachers know accurately their pupils' starting points. In most classes high-quality teaching is based on a good balance of challenge and support as required, for pupils. This is developed in both a planned way and also increasingly in the moment, when the teaching responds well to learner needs.</b></p> <p><b>The learning environment includes well-considered prompts to support or challenge pupils, to ensure they make good progress. Adjustments to this occur frequently in terms of both the location of support, e.g. wall-based/IT based/table top/individual, and the content.</b></p> <p><b>Based on individual awareness, the pace of teaching is good, as it is adjusted to meet the needs of most pupils. During sessions, the teachers adjust this well to secure good engagement.</b></p> <p><b>For pupils with ALN and those disadvantaged by poverty, there is a good analysis of their individual starting points, including their wellbeing and cognitive performance. From this, targets and high-quality provision increasingly specific to their needs in provided. Progress for most of these pupils is good.</b></p> <p><b>Most teachers and other practitioners have high expectations of most pupils. Staff convey high expectations explicitly to individuals with specific praise and with their actions. Pupils respond well to this and often seek higher challenges.</b></p> <p><b>A majority of teachers and staff use appropriate questioning techniques to encourage further development of pupils' answers, and to assess their understanding.</b></p> <p><b>As a result of questioning, many teachers are beginning to adjust learning experiences. Many pupils respond well to this.</b></p> <p><b>The verbal and written feedback from teachers helps a majority of pupils know how well they are doing, and what they need to do to improve.</b></p> <p><b>As a result of in-session assessment, including mini- plenaries, many teachers and increasingly making appropriate adjustments to support pupils in making progress. This includes those that need more support and those requiring more challenge.</b></p>	<p><b>Classroom monitoring</b></p> <p><b>Pupil Voice</b></p> <p><b>Scrutiny of Learning &amp; Books</b></p> <p><b>Pupil Questionnaires</b></p> <p><b>Well-being surveys</b></p> <p><b>Parental questionnaires</b></p> <p><b>Teacher assessment/Observations</b></p> <p><b>GL Assessments</b></p> <p><b>RWI Assessments</b></p> <p><b>National Test Data</b></p>	

<p>Many teachers use assessment outcomes appropriately to inform future teaching and learning. The feedback pupils receive on learning they have completed digitally, is largely appropriate.</p> <p>A majority of teachers routinely analyse the outcomes of their assessments. This is generally accurate and, for a majority, often informs future learning appropriately. Teachers are beginning to use this information to assess the progress and adjust the provision for specific groups, although this is not coherent and systematic across the school.</p> <p>There are a few examples where classroom practice is beginning to help pupils review their learning over time. Simple sentence stems support this. At times, this is irregular or lacks focus or coherence.</p> <p>The teaching uses appropriate approaches to help pupils know their strengths and areas to improve. They are generally effective but may lack precision or consistency across the school.</p> <p>The majority of teachers are beginning to build in periodic reviews to help pupils reflect on what they have learned and their progress over time.</p> <p>Pupils are taught how to assess their own learning and that of others, in non-written learning initially. They are also given regular and meaningful opportunities to do this using consistent language/systems across all areas of learning. A majority do this increasingly well.</p> <p>The environment is beginning to stimulate and engage learners with interest and relevance.</p> <p>Pupils are beginning to influence the content of the learning environment.</p> <p>Many pupils benefit well from appropriate organisation and routines established in the learning environment.</p> <p>"The school meets the needs of most pupils with ALN successfully, pupils make good progress. Good systems ensure that the learners' contexts, dispositions, and needs are well-understood and aligned well to provision. There are clear and very effective roles established and enacted in the school. There are also regular reviews of AEN pupils' progress.</p> <p>A good range of appropriate strategies are used to accurately ascertain prior learning.</p> <p>Good adaptations to learning experiences occur with very effective provision.</p> <p>Most pupils are well-aware of their progress and are increasingly involved in determining it.</p>	<p>Accelerated Reader</p> <p>MALT testing</p> <p>Pupil Books</p> <p>Assessment trackers</p> <p>Nursery Baselines</p> <p>RE Assessments</p> <p>Golden Books</p> <p>Cold task/Hot Tasks</p> <p>School/Cluster RE Moderation</p> <p>Learning Journals</p> <p>Big Maths</p> <p>Welsh Oracy Tracker</p>	
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<p>Due to strong, secure, and consistent provision, most pupils are successful independent learners in all stages of the learning process. This includes evaluating their learning accurately, with limited adult involvement. With increased independence, learners use scaffolds provided and are significantly less dependent on teachers or peers.</p> <p>Most pupils respond appropriately to the contributions of others, when speaking, listening, and taking turns. With good consistency, they respond well when alternative viewpoints are shared. At least good outcomes are derived from high-quality co-operative and collaborative learning, where pupil co-construct learning of a good standard.</p> <p>At the outset of new themes, many teachers provide increasing opportunities for pupils to influence what they learn in their classes. Pupils are beginning to be involved in the content of new topics/themes.</p> <p>During learning, the majority of teachers are beginning to give choices to pupils in terms of the direction of learning and through constrained choices of what to do, and/or how to do it.</p> <p>Support staff are clear in their role. They are actively involved in the lessons, often with various groups of learners. They are guided by a clear understanding of how to support and challenge groups and individuals.</p> <p>Support staff are flexible and able to react appropriately and successfully in response to pupils' needs, knowing when to intervene and when not to. They consistently act in accordance with this.</p> <p>Feedback including written records as appropriate, informs teachers of issues relating to the extent of progress, it is detailed and clear. This includes barriers to learning and successes.</p> <p>Most teachers are secure in their role as line managers of support staff. They support and manage staff effectively to raise standards for learners, providing well-considered feedback and how to address it frequently.</p>	<p>Missions</p> <p>Learning Journals</p> <p>AoLE Boards</p> <p>Lesson observations</p> <p>Pupil Progress Meetings</p> <p>Pupil Books</p>	
<p><b>Areas for Development</b>  Although Teacher feedback is good, questioning in lessons will need to be looked at. This is on SDP for 2024-25.</p> <p>Pupils need to be more aware of next steps in terms of being able to articulate them.</p> <p>Pupils to access the Learner Feedback section of the personalised assessments and work on the type of questions they got wrong.</p>		

<b>1.2 Curriculum</b>		
<b>Evaluation</b>	<b>Key evidence</b>	<b>Comments</b>
<p>The curriculum provides good breadth and depth of learning experiences for most pupils, across all disciplines and areas of learning. This develops their wider interests and skills efficiently and very effectively.</p> <p>The AoLEs and What Matters Statements are well-planned and developed successfully, showing good balance over time in terms of provision at both class, and whole school level.</p> <p>The school provides valuable, regular, and relevant learning experiences outside the classroom. This learning links directly to the planned curriculum and makes very beneficial use of visits to develop pupils' interest and understanding of a specific area of learning. The school enriches the curriculum successfully, through a wide range of additional clubs and activities that reflect the four purposes well.</p> <p>The school's curriculum is based on an accurate analysis of the school's context and learner needs. This is revised periodically.</p> <p>There is relevant, engaging and appropriately revised curriculum provision relating to the history culture, ethnic diversity and linguistic make-up of the local community, Wales, and the wider world.</p> <p>The school's curriculum successfully helps most pupils develop a secure understanding of their identity, heritage, and culture, and how they relate to the local community and the wider world. This is increasingly developed through both teacher, and learner initiation, by comparing and contrasting their own lives/contexts with wider ones. Well-planned review and revision is carried out regularly.</p> <p>Continuity and Progression is well- planned for and adjusted as required, as well as of part of formal reviews.</p> <p>The curriculum routinely provides a well-considered range of rich and relevant experiences that interest and inspire pupils. Learners have a growing influence on provision. As appropriate, provision is reviewed and revised over time.</p> <p>A wide range of extra-curricular experiences, visits and visitors are in place. They are varied well over time and inspire many pupils to achieve well.</p>	<p><b>Learning Journeys</b></p> <p><b>Classroom Monitoring</b></p> <p><b>Teacher Planning</b></p> <p><b>Pupil Voice/Listening to Learners</b></p> <p><b>Learning Scrutiny/Books &amp; Learning Environment</b></p> <p><b>Well-being Questionnaires</b></p> <p><b>Parent Questionnaires</b></p> <p><b>Teacher Assessment</b></p> <p><b>GL Assessments</b></p>	

Within school topics/themes, and well-planned collective worship, aspirations are developed by citing good role models. Pupils meet, and/or visit, a variety of people whose experiences inspire them.

The school's curriculum provides a well-planned and wide range of valuable, relevant and good quality learning experiences that interest most pupils and raises their aspirations for the world of work.

A well-considered, relevant and interesting range of curricular experiences are provided relating to the history and lives of different communities in the local area and Wales, particularly BAME. Pupils increasingly influence curricular provision relating to the above.

The school's well-planned provision challenges a wide range of stereotypical behaviours in pupils' attitudes, choices and expectations. When circumstances require, the school usually responds to local and national issues.

The school promotes human rights well through a focus on planned authentic learning and in response to national and international events.

There are appropriate opportunities for pupils to use their imagination and grow in confidence within the curriculum experiences offered. The school periodically provides a few opportunities that encourage pupils to participate in the arts, for example artistic performances or Eisteddfodau. Pupils have growing opportunities to learn together through the arts and develop teamworking skills.

The curriculum develops a growing range of artistic experiences and skills that are satisfactory in terms of provision, progress and standards of skills and creative outcomes. They usually develop these in teacher-led activities.

The curriculum provides worthwhile and varied opportunities for pupils to develop spiritual, moral, and cultural awareness. Pupils are beginning to have influence on contexts to develop.

For these areas, the school has developed good overview documents informed by planning and evaluation records to ensure that continuity and progression in the curriculum is delivered well.

The curriculum successfully develops its pupils' strong ability to reflect on religious and non-religious responses, fundamental questions and their own beliefs or values. This is developing by the influence of pupil voice suggesting authentic contexts for such learning.

Most pupils have a good knowledge and understanding of what an ethical, informed citizen is. Most pupils progress well in becoming ethical and informed citizens. They have a strong and secure awareness of such

**RWI Assessments**

**National Test Data**

**Teachmeets**

**Accelerated Reader**

**MALT Tests**

**Cymraeg Campus Bronze Award**

**Cluster Placemats**

**Google Sites**

**Twitter/X**

**Learning Journals**

values as fairness, equity, sustainability and of children's rights. They enact the values above frequently and well, and can describe what children's rights are, giving appropriate examples.

The curriculum provides good experiences that develop learners' awareness of aspects of diversity. A range of diverse contexts are explored, including LGBTQ+. Good continuity and progression is clearly apparent.

In the curriculum, personal and social skills are considered well at a planning and delivery stages, with helpful documents to support good progression. The school significantly supports the development of the personal and social skills of most pupils, including those from a wide range of backgrounds. Provision is adjusted well to meet the needs of most pupils, increasingly including those vulnerable to underachievement.

The curriculum has good arrangements to support pupils with emotional, health and social needs, so that they can positively engage with the school and benefit well from the opportunities it offers. The school provides well-considered support for pupils' mental and physical health and wellbeing, through good awareness and well-planned approaches. Monitoring of mental health is proactive, regular, and responsive to need.

RSES is considered proactively, and very effective plans are delivered very well to support a range of learners. Provision also responds well to issues as they arise.

Online security is addressed with pupils with a clear, relevant programme with specific foci. Parents are informed. Most pupils know about issues relating to their online safety and what they should do. They enact this well.

The curriculum helps most pupils to develop the skills, knowledge and understanding they need to make healthy lifestyle choices, for example in relation to healthy eating and drinking, and substance misuse. Over time, the school reflects on the above provision and makes suitable adjustments. The school is usually proactive as and when issues arise.

The above themes are developed very well in carefully selected themes, or as stand-alone provision, when themes do not link well. Good opportunities that arise are included in the curriculum through good teacher awareness. Continuity and progression is strong.

**Well-Being reports**

**Common Sense Education**

**ELSA**

**TENTEN/Fertile Heart**

**Areas for Development**

Planning maps to be introduced. to ensure we start with Tredegar and work our way out to the wider world.  
Science to be developed and whole units of work planned.  
Journal work to be monitored more closely to check presentation and content.



<b>1.3 Skills</b>		
<b>Evaluation</b>	<b>Key evidence</b>	<b>Comments</b>
<p>Most pupils' listening and reading skills across the curriculum are good. They are interested and motivated to do well.</p> <p>Most pupils' speaking and writing skills across the curriculum are good. They are often enthusiastic about using these skills. As a result, they are able to communicate well and process learning in order to successfully engage in classroom interactions with teachers and other pupils. They regularly use these skills independently.</p> <p>Most pupils' numeracy skills across the curriculum are good. Application of skills are most often at the correct skill level. Increasingly, most pupils identify where they can use numeracy skills in a wide range of learning contexts. They regularly use these skills independently.</p> <p>Most pupils' digital skills across the curriculum are good. Digital skills across the curriculum are well-developed in the range of technologies used, and in the breadth of application across most of the AoLEs. Most pupils demonstrate good levels of confidence when using a range of familiar, and unfamiliar digital technologies.</p> <p>Most pupils develop their fine motor skills well across a wide range of areas. As they succeed their motivation grows well and skills improve further.</p> <p>Most pupils respond very positively to opportunities to undertake a wide range of physical activities, during lessons, break /lunchtimes, and after school clubs/ activities. They demonstrate a clear awareness of the benefits of physical activity and cite appropriate examples of their progress.</p> <p>Most pupils engage very well in a wide range of new and unfamiliar experiences. They do this with growing enthusiasm, and are increasingly able to embrace new experiences and uncertainty. Most show good progress in their resilience when difficulties present themselves and persevere well. Most pupils have a good understanding of their own emotional health. With growing independence, they take action to secure better wellbeing. They also have a good awareness of the mental health needs of others and are beginning to help them.</p> <p>Most pupils have good social skills. They take turns well, share materials with others and co-construct learning with a range of their peers. Whilst in groups, they are increasingly undertaking a range of team roles. Most pupils successfully manage in new social contexts and with a wide range of staff.</p>	<p><b>Adobe/Canva/Jamboards</b></p> <p><b>Self/peer evaluation</b></p> <p><b>Pupil books</b></p> <p><b>Journals</b></p> <p><b>Microbits Work</b></p> <p><b>Twitter/X</b></p> <p><b>Reading for Empathy</b></p> <p><b>Residential Trip</b></p> <p><b>School Council/Eco etc</b></p> <p><b>Assessment Data</b></p> <p><b>Welsh Portfolio</b></p>	

<p>Most pupils acquire, and secure subject skills at the appropriate level for their needs, readily and successfully.</p> <p>With good regularity, literacy numeracy and digital skills are applied at the correct level for most pupils. A range of skills are revisited well in a planned and also responsive way. With very few prompts, learners are increasingly citing where they have used their skills with good accuracy.</p> <p>Pupils' ability to speak, respond and write in Welsh, considering their starting points, is appropriate. A majority make reasonable progress, and do so with growing confidence. Pupils are generally interested in using and responding to Welsh.</p> <p>A majority of pupils make appropriate progress with their listening and reading skills in the Welsh language. They are increasingly engaged in developing the Welsh language.</p> <p>The progress pupils make in developing their communication skills in Welsh through learning across the curriculum, and in informal contexts, is growing.</p>		
<p><b>Areas for Development</b>  Rewards system to be put in place for Accelerated Reader.  Embed Reading for Empathy  Focus on Welsh Oracy games and return to having a Welsh exercise book.</p>		
<p><b>1.4 Attitudes to Learning</b></p>		
<p><b>Evaluation</b></p>	<p><b>Key evidence</b></p>	<p><b>Comments</b></p>
<p>Most pupils behave well in lessons. They have a good understanding and application of the purposes of rules, rewards and sanctions in school. Pupils are well-involved in their creation. They have a growing awareness about how rules and laws are formed and how they apply to themselves. Most pupils behave consistently well during breaks and lunchtimes.</p> <p>Most pupils show good levels of interest and positivity in their learning. This is often as a result of frequent pupil 'voice' that provides good opportunities to influence their learning. As a result, learning is often of a good quality and increasingly completed in a timely manner.</p> <p>A majority of pupils avoid distractions and sustain concentration for reasonable periods.</p>	<p><b>Class Charters/Pupil Voice</b></p> <p><b>Learning Journals</b></p> <p><b>Lesson Observations</b></p> <p><b>Classroom Environment</b></p>	

<p>A majority of pupils increasingly seek new solutions when faced with difficulties. They use class-based support materials to do this.</p> <p>Exceptionally strong and sustained relationships are secured in both classes and wider school environments between nearly all pupils and staff. Active values underpin this, especially trust and fairness.</p> <p>Nearly all pupils, including those vulnerable to under-achievement, routinely enjoy sharing their interests in learning and wider lives with a very wide range of both familiar and unfamiliar adults.</p> <p>Nearly all pupils have very positive working relationship with a wide variety of peers. Over the year they sit and learn with all their peers. They enjoy this and cope with changes, including peers not being on task, exceptionally well.</p> <p>Most pupils value the regular feedback they frequently receive from staff. They respond very positively to it, and frequently use it to move their learning forward successfully, with growing independence.</p> <p>For most pupils progress rates over time are good. They explain in which areas they have progressed and how they have achieved this. Pupils' learning materials support this.</p>	<p><b>Book Scrutinies</b></p> <p><b>Listening to Learners</b></p> <p><b>PASS Survey</b></p> <p><b>Assessment Trackers</b></p> <p><b>Weekly Well-Being reports</b></p> <p><b>Reading for Empathy</b></p>	
<p><b>Areas for Development</b></p> <p>Pupils to give ideas about what they would like in the calm corners.</p> <p>Pupils to use Learner Feedback from personalised assessments to move their learning forward.</p> <p>Identify pupils not making expected progress in Big Maths and provide appropriate interventions.</p>		
<b>Inspection Area 2: Care, Support and Wellbeing</b>		
<b>Evaluation</b>	<b>Key evidence</b>	<b>Comments</b>
<p>The school is strong in promoting and supporting a culture of safety and well-being in the school community, both on-site and off-site, including online safety aspects. Staff and governors understand and implement the school's safeguarding requirements and procedures very well. The school's arrangements to keep pupils safe meet requirements well and demonstrate good practice. Documentation is updated in a pre-set time frame.</p> <p>The school's provision for child protection, including the identification of, and the support for children in need, or at risk of significant harm is good. Staff and leaders know precisely what to do if they have concerns about a pupil, or about adult behaviour towards pupils. As a result, they take all actions necessary, record details well, all within a timely manner.</p>	<p><b>Safeguarding Self-Evaluation (KLS)</b></p> <p><b>Staff Safeguarding termly excel</b></p>	

The school has strong and secure procedures to ensure the suitability of staff and other persons in contact with pupils. There is an up-to-date record of these checks. Induction for all staff provides good quality coverage of all relevant themes.

Each class has clear, and consistently applied rules, rewards and sanctions. Pupils participate in the design of the above. Most staff draw attention to them both proactively, and reactively. Most teachers enact them well.

Most staff consistently follow the behaviour practices. In the very rare instances that they are not followed, leadership always intercedes very well, and issues are resolved. Most pupils believe they are treated fairly.

The school's arrangements to promote and support a culture of anti-bullying and a positive approach to managing pupils are consistently developed and are very effective. The school keeps up-to-date and accurate records of any alleged incidents of bullying or bad behaviour, and uses its records to evaluate and improve provision, by analysing it accurately and well. Exclusions are infrequent and are managed sensitively and well.

The school responds very well to, and manages, any alleged cases of bullying, harassment and discrimination related to prejudice, whether by staff or fellow pupils, including referral and reporting. It also does well in terms of action, outcome, records and follow up.

The school provides good quality provision to develop pupils' knowledge and understanding of unsafe or emotionally harmful behaviours, for example nurturing inappropriate relationships, harassment, discrimination, bullying and extremism, according to their stage of development. This is provided through themes and topics, as well as being taught explicitly when necessary.

The school keeps pupils safe from the dangers of radicalisation and exploitation, for example through the school's good quality curriculum provision. All staff have received suitable training at the appropriate level as required and with necessary updates. New team members receive up-to-date planned induction.

Leadership, including School governors, and most teachers, recognise the importance of their role in addressing attendance issues. This is well-evidenced in the enactment of its policies and practices. The school ensures learning environments and experiences are of high-quality to promote attendance. The school promotes high attendance through a good range of engaging and successful schemes. The school ensures parents are aware of the importance of good attendance. Reward systems are very effective.

**Class Diaries**

**Well-Being  
Rewards/Pupils & Staff**

**Golden tokens**

**Celebration Assembly**

**Anti-Racism Workshop**

**Safeguarding Training**

**EWS involvement**

**CALLIO**

**Staff PREVENT training**

**Attendance rewards**

**Wellbeing Reports**

The school keeps good-quality records for monitoring attendance and absences strong, with a clear understanding and enactment of mutual roles. Systems to support and challenge low attendance are strong and are applied by leaders and staff with good consistency.

The school identifies groups of pupils at risk of low attendance and tracks this well. The school also supports and challenges this successfully with good impact over time apparent.

The school's provision for improving /maintaining high attendance is good.

The school has a clear understanding of the pupils who are persistently absent. Specific approaches are in place for individuals. Clear roles and responsibility are understood and acted on.

Liaison with the home is good. This has good impact on reducing persistent absenteeism.

The school is good at recognising the wider context of pupil attendance and regularly liaises with a range of other agencies to secure good attendance for pupils, when needed to support/ challenge the family.

Co-ordinated support for ALN pupils is good. Staff track the progress of these pupils well against the clear and accurate targets in their individual plans. Staff inputs are routinely of good quality, and evaluations are accurate in ascertaining progress and identifying next steps. Pupils participate in this process well and they make relevant inputs.

The school engages well with the services of a range of specialist agencies, especially for pupils who face significant barriers to learning. Good quality impact is usually secured.

The teachers manage most behaviour very well. They act proactively, and frequently intercede before issues arise. Appropriate use of praise, both general and specific, supports good behaviour. Consequently, pupil rewards are regular and high-level sanctions few.

Teachers consistently recognise their responsibility to improve and manage behaviour and take necessary action to achieve this.

Most pupils benefit greatly from highly effective approaches. As a result, behaviour is consistently good.

The school meets legal requirements for reporting and recording issues of bullying and harassment. Staff are updated frequently about requirements.

**ALN Tracking**

**Intervention File**

**Inclusive Practice Support**

**Families First**

**MyConcern**

**Local Authority Safeguarding audit**

**DSP Meetings**

**DBS Checks**

**Parental Code of Conduct**

<p>Strong school practices, based on a clear awareness of the pupils' needs, have a good and growing impact on reducing exclusions. Also, on securing strong, and often sustained progress, in the learning and attitudes of those who have been excluded.</p> <p>The school has clear roles and good, aligned teamwork with external agencies. As far as it is able, the school and agencies have facilitated good parental support.</p> <p>Over time there is a clear trend of fewer exclusions in terms of the total number of days excluded, and the number of individuals excluded.</p> <p>Over time, most pupils, including those with AEN, take on a range of leadership roles and responsibilities, and participate in the life and work of the school, e.g. as members of the school council, eco-groups, playground friends or digital leaders. Pupils increasingly record their experiences, and they articulate their actions and impact of the role well. They have a growing sense of self-esteem and empowerment. Transition arrangements between classes and phases in the school are good, with well-planned and enacted continuity and progression, in key teaching and learning practices. Information between teachers is shared and used well.</p> <p>Transition to secondary school is very strong in relation pastoral transition, especially for pupils vulnerable to under-achievement. Greatly improved alignment of curricular, teaching and learning practices in the cluster, and into the secondary school are well-established. Good quality relevant information is provided to inform future provision.</p> <p>Most pupils move to new classes successfully and continue to progress well.</p>	<p><b>First Aid/Fire Training</b></p> <p><b>Health &amp; Safety reports/Fire Safety Reports</b></p>	
<p><b>Areas for Development</b> Attendance to be monitored through EWS system and regular meetings with parents to take place if pupils attendance poor. Introduce staff wellbeing days</p>		
<p><b>Inspection Area 3: Leadership and Improvement</b></p>		
<p><b>Evaluation</b></p>	<p><b>Key evidence</b></p>	<p><b>Comments</b></p>
<p>There is good evidence that leaders have developed a strong, positive culture amongst staff, and an inclusive ethos. There is a clear and strong strategic direction, accurately based on learner needs.</p> <p>Team alignment is strong. Values such as honesty, integrity and trust are led from the top and are apparent throughout the school.</p>	<p><b>MER cycle/Timetable</b></p>	

Aims, supported by strategic objectives, plans and policies are accurate and focus very well on improving pupils' learning and well-being very successfully.

Leaders and managers set and communicate regularly high expectations for staff, pupils and themselves. Leaders usually intercede if expectations are not enacted.

Most staff understand, enact and fulfil their roles and responsibilities very well.

Leaders routinely model expectations very well. They communicate clearly with good consistency and effectiveness in a wide range of ways. They frequently provide clear reminders with well-set deadlines that are effective.

An outline self-evaluation annual timetable is in place and is generally followed. Self-evaluation is SLT coordinated and SLT led. Leaders increasingly collect and analyse evidence of standards and provision, including teaching and analysis of pupil performance information. Outcomes are usually evaluative, defining strengths and areas to improve.

There is growing involvement of wider staff, pupils and stakeholders in school's evaluation.

Governors are generally familiar with the school's strengths and areas for development. They increasingly ask constructive questions of the SLT in relation to self-evaluation. They are involved in agreeing the school's strategic priorities.

The identified priorities for improvement link appropriately to the findings of self-evaluation. An Improvement plan of appropriate quality is constructed.

Leaders devise relevant and specific actions that align very well with pupils' learning and wellbeing. They reference resources necessary for improvement. They are measurable through clear, qualitative, and quantitative, success criteria. Monitoring and evaluation activities are set out well.

The school monitors and evaluates progress against its priorities proactively, frequently and accurately, using the correct methodologies. The school adapts its approaches well when necessary. The school uses well-planned, approaches to assure leaders and governors of the effective operation of key policies and procedures. Governors scrutinise this well.

Actions taken have a good impact on the provision, with strong consistency. Outcomes for pupils are nearly always good and generally sustained over time.

**Staff Performance Management**

**Self-Evaluation Report**

**Catholic Self-Evaluation Document**

**Safeguarding Self-Evaluation report**

**Governing Body meeting minutes**

**Staff meeting minutes**

**SLT meeting minutes**

**SLO survey**

**Four Purposes videos**

Leaders have created a strong culture and ethos to promote, enable and support the professional learning of most staff. Staff are regularly involved in a wide range of professional learning experiences and evaluations.

Over time, there are regular and planned opportunities for a wide range of staff to develop high quality teaching skills. This is undertaken through a well-planned programme of well-planned activities. This is a strong feature of the school. As a result, the school builds its capacity for continuous improvement well.

Within, and increasingly across schools, collaboration is well-planned regular and effective. There is a good focus on sharing best practice and co-construction of high-quality teaching.

The school identifies best practice in the school, including of teaching assistants, through both formal and informal means. It shares good practice in well-planned and structured ways. Innovation is promoted by leaders well and a range of staff try out innovative techniques. This is valued and disseminated successfully.

Impact of professional learning is consistently good and impacts very well on pupils' learning and wellbeing.

Performance management is well organised and delivered for all staff. There is a clear time frame that is enacted well. There is a direct and consistent link between SIP priorities, teaching, and individual objectives. Performance management outcomes support improved teaching and pupil outcomes well.

Leaders manage staff performance to help staff effectively improve their practice. They address underperformance issues very well. Accurate analysis of key areas supports this, as do specific criteria for success. Evaluations are timely, accurate and very effective.

The school is very aware of under-performance. Clear areas for focus, with specific success criteria are well-enacted with good quality evaluation and feedback. Progress is at least good for most staff.

Leadership ensures expectations are clear about developing the Welsh language well. Good plans, including high-quality inset, are developed well, and evaluated accurately for impact.

Good progress has been made in the planning and development of the Curriculum for Wales. The school's context has been well-analysed in terms of the needs of pupils, and opportunities are also offered within the local area. The school has developed the Four Purposes well, and shared this with pupils and stakeholders, who have a growing understanding. Staff have a good awareness of the AoLEs, What Matters Statements and Progression Steps, through well-considered structures the school has put in place.



Over time, leaders routinely treat national priorities with importance. They explain changes required well, in a positive way to ensure staff buy-in, and they create good quality plans for priorities which are resourced and delivered very well. Good impact occurs for most areas and this is increasingly sustained.

"Performance management is well organised and delivered for all staff. There is a clear time frame that is enacted well. There is a direct and consistent link between SIP priorities, teaching, and individual objectives. Performance management outcomes support improved teaching and pupil outcomes well.

Leaders manage staff performance to help staff effectively improve their practice. They address underperformance issues very well. Accurate analysis of key areas supports this, as do specific criteria for success. Evaluations are timely, accurate and very effective.

The school is very aware of under-performance. Clear areas for focus, with specific success criteria are well-enacted with good quality evaluation and feedback. Progress is at least good for most staff.

Most staff achieve, or make good progress towards, their challenging objectives.

Leaders and managers model and promote professional values and behaviours very frequently and well. This contributes very positively to morale and staff wellbeing.

Leaders give regular and valued consideration to staff wellbeing, in both proactive and responsive ways. Staff recognise this.

Most leaders consistently plan and deliver current, and new workstreams very well, in terms of a balanced and manageable workload for themselves and all colleagues. Time is well-managed. Meetings are very effective, with clear agenda times, specific discussions and key action points recorded.

Collaboration between staff, and other providers is frequent and impactful.

Leaders establish strong relationships with parents and have good lines of communication with them. Parents can raise any issues that may affect their child's learning and wellbeing. The school is very effective in helping to develop the capacity of parents to support their own children.

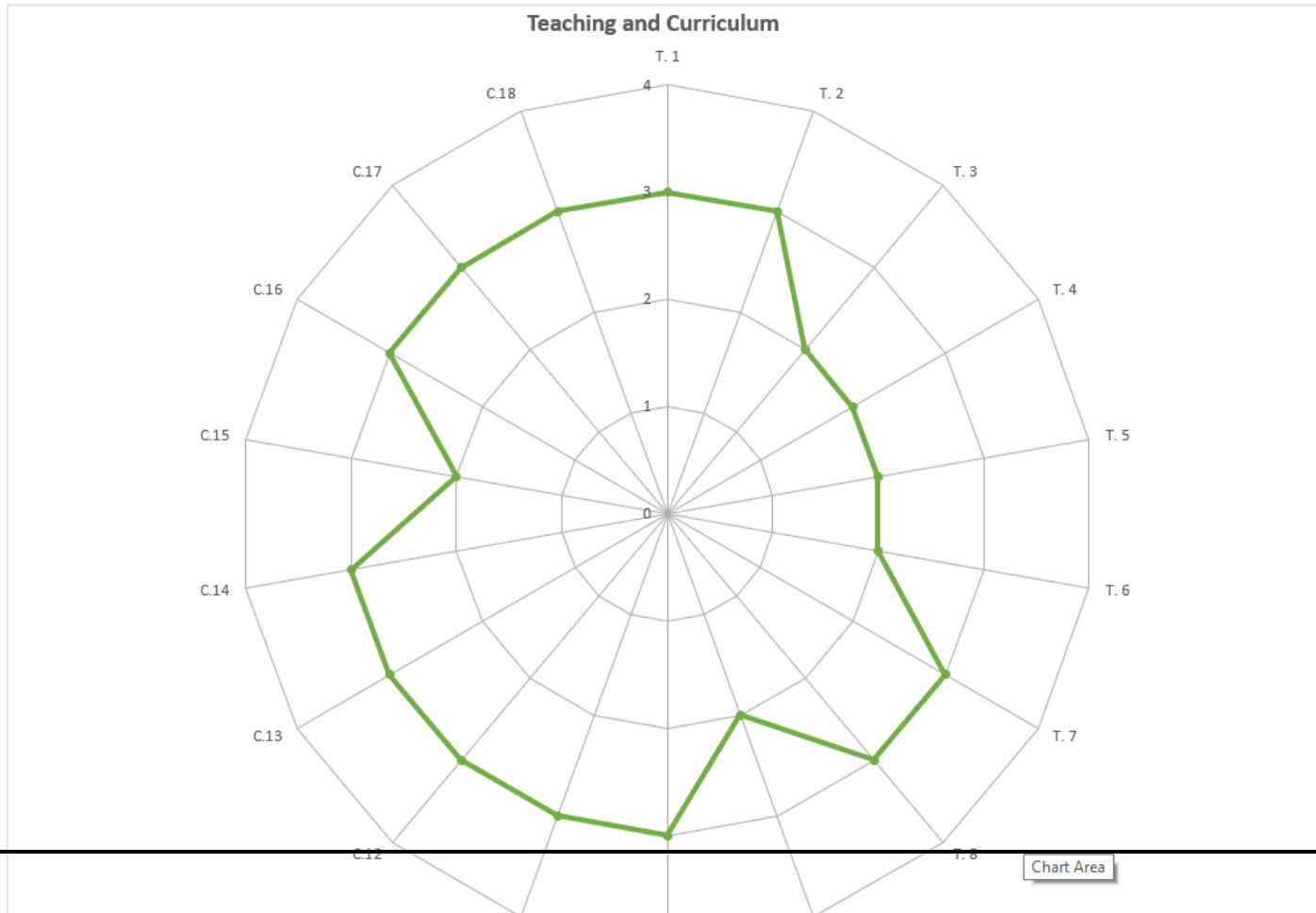
The school has established strong and secure partnerships with partner schools that directly supports workload management and aligned practices. Good impact is apparent.

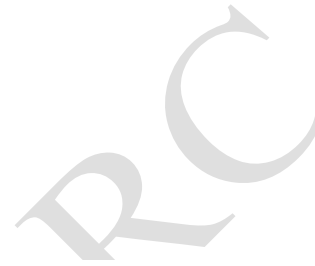
Relationships with external bodies are strong and secure in terms of trust, alignment, and significantly greater effectiveness.

<p>There are good links with a wide range of community groups and the impact of this is clearly apparent in terms of improved provision and outcomes.</p> <p>Leaders set specific and realistic timescales for priorities, which they follow up on. They allocate responsibility to staff and ensure staff know clearly what is necessary for securing improvement. The school's clear and considered decisions about spending and broader financial planning are tightly aligned to its strategic priorities. In the areas of improving teaching quality, learning and pupil wellbeing, the school gives good value for money.</p> <p>The school has a good history of making and sustaining improvements, which have a very positive impact on pupils' learning and wellbeing, especially through improvements in teaching. The school has responded very well to the recommendations of previous Estyn inspections and those from strategic partners. The school's actions have led to at least good, and usually sustainable improvements.</p> <p>The school focuses on improving the necessary, and correct areas, does this well, and in doing so gives good value for money.</p>		
<p><b>Areas for Development</b>          Develop staff digital technology skills          Ensure all staff look at EAS professional Learning offer on a regular basis and book on relevant courses to impact positively on teaching and learning.</p>		

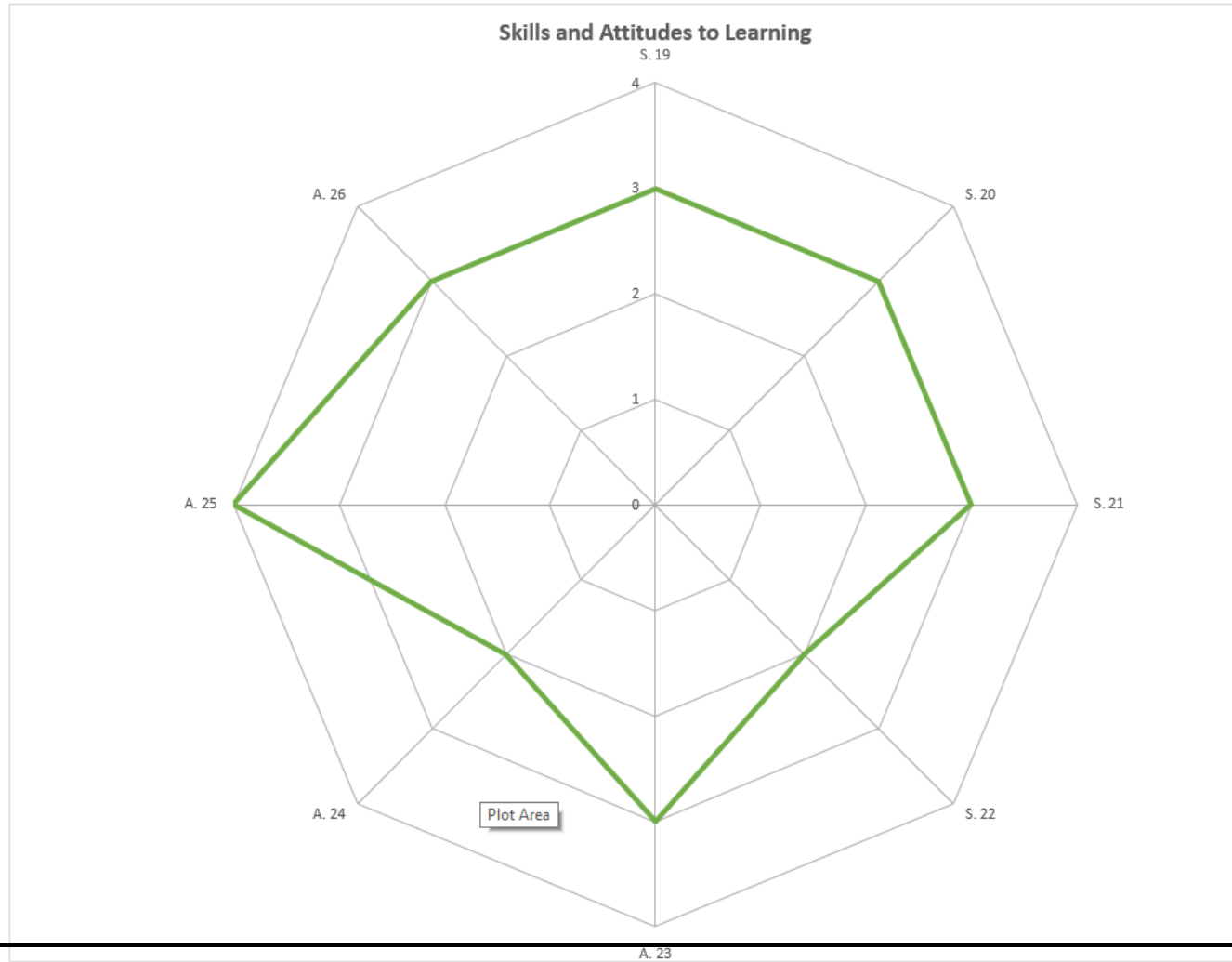
## Inspection Areas Overview

Ref	Actual
T. 1	3
T. 2	3
T. 3	2
T. 4	2
T. 5	2
T. 6	2
T. 7	3
T. 8	3
T. 9	2
T. 10	3
C.11	3
C.12	3
C.13	3
C.14	3
C.15	2
C.16	3
C.17	3
C.18	3





Ref	Actual
S. 19	3
S. 20	3
S. 21	3
S. 22	2
A. 23	3
A. 24	2
A. 25	4
A. 26	3





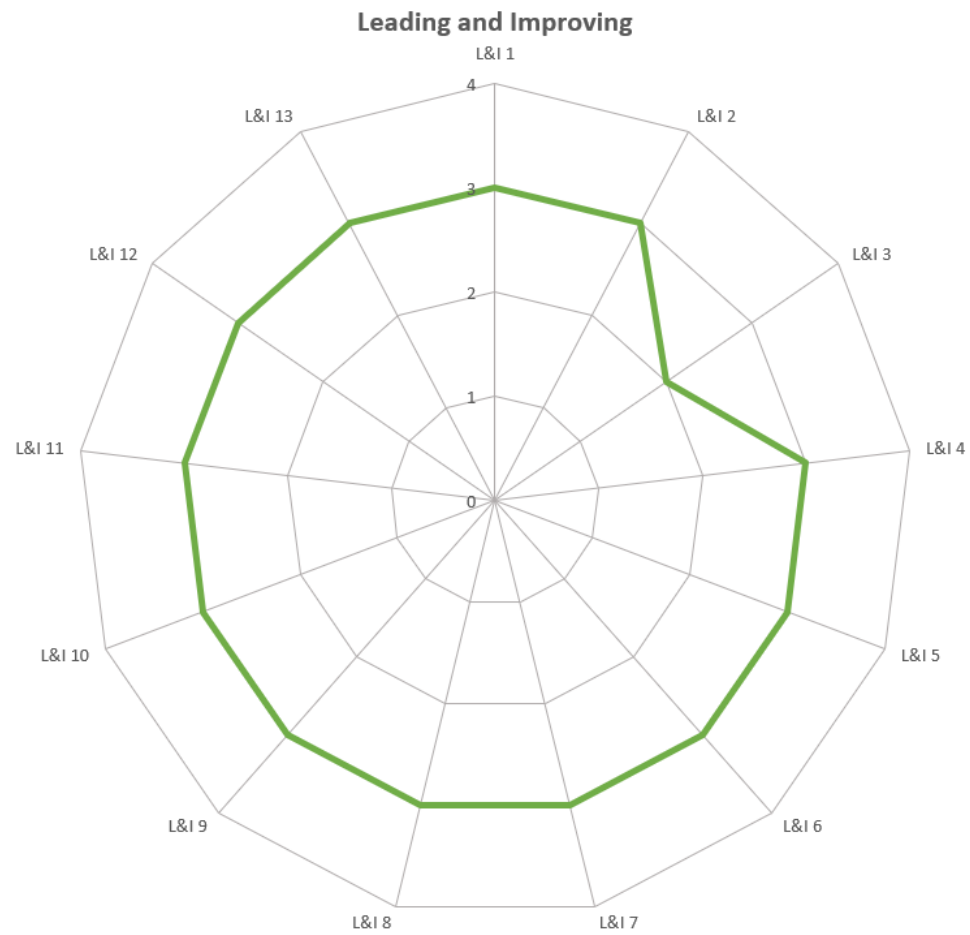
**Wellbeing and attitudes to learning**

Ref	Actual
CSW 1	3
CSW 2	3
CSW 3	3
CSW 4	3
CSW 5	3
CSW 6	3
CSW 7	3
CSW 8	3
CSW 9	3
CSW 10	3
CSW 11	3
CSW 12	3



Teaching and learning experiences

Ref	Actual
L&I 1	3
L&I 2	3
L&I 3	2
L&I 4	3
L&I 5	3
L&I 6	3
L&I 7	3
L&I 8	3
L&I 9	3
L&I 10	3
L&I 11	3
L&I 12	3
L&I 13	3



St Joseph's RC