St Joseph's Catholic School & Sixth Form Centre

Governors' Annual Report to Parents

2025-2026

A paper version with larger font can be made available on request.

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Annual Report of the School Governing Body

On behalf of the Governing Body of the school, I am pleased to present you with this Governors' Annual Report to Parents for the academic year 2025 to 2026.

This report is published on the school website. Hard copies can be requested by contacting the school.

Consideration given to any resolutions passed at the last meeting with parents

No meeting with parents was scheduled for last year.

Statement by the Chairperson of Governors

Dear Parents / Carers,

Welcome to the Annual Governors' Report for the academic year 2025-2026.

As Governors, our role is to support, challenge and encourage the Headteacher and staff so that every pupil at St. Joseph's receives the highest quality Catholic education and opportunity to flourish.

This year has been one of significant progress and achievement. Following the Estyn inspection in January 2026, the whole school community responded with determination and professionalism. Governors were pleased that the inspection recognised the school's strong Catholic ethos, safeguarding culture, care and support for pupils, and clear vision for learning. Since the inspection, staff and leaders have worked purposefully to implement improvements in teaching, literacy, numeracy, leadership and self-evaluation.

Our Catholic mission continues to be at the heart of school life. We are proud of the inclusive, caring community that supports pupils both academically and personally. The establishment of a new Chaplaincy Team, together with the many opportunities for prayer, worship, leadership and charitable service, has further strengthened the faith life of the school.

Governors are particularly pleased that safeguarding remains a significant strength. Both Estyn and the subsequent Local Authority safeguarding peer review confirmed that the school provides a strong culture of safety, support and care, with robust systems in place to protect and support all pupils.

Governors are also encouraged by the continued strength of transition and recruitment into the school. Applications for Year 7 increased, reflecting the growing confidence families place in St. Joseph's and the positive reputation of the school within the wider community. We are delighted to welcome so many new pupils and families into our community. At the other end of the school, nearly all of our Sixth Form students went on to study at universities of their choice or gained employment/training in apprenticeship schemes. This is testament to the excellent standards we set in our sixth form.

St. Joseph's continues to offer a wide range of opportunities beyond the classroom. Pupils have enjoyed success in sport, Welsh language activities, leadership programmes, charitable initiatives and enrichment activities. We are especially proud of the success of our alternative pathways, including Military Preparation and Work-Based Learning programmes, which have provided valuable qualifications, employment opportunities and pathways into further education and training.

As we look ahead, governors remain committed to supporting the school's continued improvement journey. Building on the progress made this year, our focus will remain on further strengthening teaching and learning, developing literacy, numeracy and digital skills, and ensuring that every pupil is supported to achieve their full potential. On behalf of the Governing Body, I would like to thank our pupils, staff, parents, carers, clergy and wider community for their continued support. Together we continue to build a school where young people grow in faith, achieve their potential and contribute positively to society.

Yours faithfully,



John Wellington (Chairperson of the Governing Body)

Catholic Life and Mission

At St Joseph's Catholic School, our mission, "Becoming Fully Human in Christ," continues to shape every aspect of school life and remains at the heart of our decision-making, relationships and aspirations for all members of the community. Throughout the year, pupils and staff have engaged in a rich programme of spiritual, liturgical and charitable activities that have strengthened the school's Catholic identity and deepened opportunities for faith formation.

Pupils participated in a wide range of worship and faith experiences, including the Year 7 Welcome Mass, Advent and Lenten liturgies, Reconciliation Services, Remembrance commemorations, Holy Week reflections and whole-school Masses celebrated throughout the year. Regular opportunities for prayer, worship and reflection were complemented by weekly voluntary lunchtime Masses and Bible Study sessions, while the Morning Care programme promoted Gospel values through a focus on virtues, encouraging pupils to live their faith in practical ways each day.

A significant development this year was the establishment of a new Chaplaincy Team, which is supported by our Chaplain, Fr. Elliot. The team has enhanced the spiritual life of the school through pupil-led worship, liturgy, music and faith-in-action initiatives, providing valuable leadership opportunities for young people. Pupils also benefited from Archdiocesan retreats and spiritual enrichment activities that supported their faith journey.

Governors have played an important role in supporting and promoting the Catholic life of the school through regular monitoring, engagement with the Catholic Self-Evaluation process and oversight of preparations for the Catholic Schools Inspection Framework. Governors have ensured that the school's mission remains central to strategic development and have supported initiatives designed to strengthen Catholic provision, including the development of the chaplaincy programme.

The school continues to maintain strong relationships with local parishes and the Archdiocese. Through the support of Fr Elliot and collaboration with St Joseph's Parish Church, pupils regularly participate in parish Masses and liturgical celebrations alongside pupils from our partner primary schools. Engagement with diocesan initiatives and collaboration with Catholic education leaders across the Archdiocese further enriches the faith life of the school community.

Catholic Social Teaching is lived out through a strong commitment to service, charity and social justice. Pupils demonstrated exceptional generosity through initiatives such as the Mr X

Appeal, Christmas Hamper collections, foodbank support and a whole-school Danceathon, raising funds for both the school community fund and CAFOD. Looking ahead, the school is preparing to begin work towards the CAFOD LiveSimply Award, providing further opportunities for pupils to put Gospel values into action.

Governors are proud of the way pupils and staff continue to embody the school's mission through prayer, worship, service and compassionate action, demonstrating a deep commitment to living out the values of the Gospel and truly becoming fully human in Christ.

Catholic School Inspection Developments

The school was last inspected by the archdiocese in October 2019. The recommendations and required actions are listed below.

***R1**: Improve the consistency of teaching across the department ensuring good pace and appropriate challenge to enable all learners to make progress*.

***R2:** Develop detailed schemes of work highlighting assessment and extended writing opportunities to enable all groups of learners to achieve at least expected outcomes*.

***R3:** Review the consistency and accuracy of marking across the Religious Education department providing quality feedback which enables pupils at all key stages to Progress*.

***R4:** Continue to develop opportunities for all children to be involved in the preparation, leading and delivery of worship and link this to the liturgical calendar*.

The Governing Body

The governors of St Joseph's Catholic School & Sixth Form Centre and the clerk to the governing body are listed on the following page.

All governors, including the chair and vice-chair, may be contacted via the school. The clerk to the governing body may also be contacted via the school email address: **stjoescomp@hwbmail.net**

Current Governors:

Governor	Name	Term of Office	Position
Foundation Governor	Mr John Wellington	17-Oct-28	Chair
Foundation Governor	Mr Lyndon Watkins	25-Aug-29	Vice Chair
Foundation Governor	Mrs Shirley Freeguard	31-Aug-29	Governor
Foundation Governor	Mr Jonathan O'Leary	17-Jul-29	Governor
Foundation Governor	Mrs Kathryn Torrance	14-Feb-30	Governor
Foundation Governor	Canon Paul Watson	01-Sep-27	Governor
Foundation Governor	Mrs Mary Mort	01-Sep-27	Governor
Foundation Governor	Mr Peter McCarthy	06-Jan-29	Governor
Foundation Governor	Mrs Maureen Harris	16-Jul-29	Governor
Foundation Governor	Mrs Katrina Heery	16-Dec-28	Governor
Foundation Governor	Mr Garry Maher	31-Aug-29	Governor
Foundation Governor	Mrs Caroline May	09-Dec-28	Governor
Local Authority Governor	Cllr Stephanie Grimshaw	01-Sept-29	Governor
Local Authority Governor	Cllr Andrew Dacey	01-Sep-30	Governor
Parent Governor	Mrs Sarah Turner	30-Mar-29	Governor
Parent Governor	Mr Daniel Murtagh	14-Nov-27	Governor
Parent Governor	Mr Robin McCloy	09-Jun-29	Governor
Teacher Governor	Ms Elaine Baines	01-Oct-27	Governor
Teacher Governor	Mrs Jodie Gow	01-Jan-27	Governor
Staff Governor	Mrs Elizbieta Swietlik	01-Sep-29	Governor
Acting Headteacher	Mr Steve Jones	01-Jan-26	Governor (ex officio)
Clerk (non-voting)	Ms Helen Fisher	From 01-Sep-14	Clerk

12 governors are Foundation Governors nominated by the Archdiocese.

3 governors are Parent Governors elected by parents/carers of children attending the school.

2 governors are Local Authority Governors nominated by Neath Port Talbot County Borough Council.

3 governors are Teacher/Staff Governors elected by the staff.

The Acting Headteacher is also a governor.

Foundation Governors are appointed by the Archbishop. The Diocesan Director of Education for Catholic Schools is Paul White.

Parents will be contacted by the Clerk to the Governors when vacancies for parent governors arise.

The full governing body meets once per term. In addition to this, sub committees meet once per term to support and review the progress of the school against its development priorities.

School Improvement Priorities 2026/2027

The school was inspected by Estyn in January 2026. Estyn were of the opinion that the school needs 'significant improvement'. In partnership with the Local Authority, the school has developed a Post-Inspection Action Plan (PIAP) which Identifies how it is going to address the recommendations. Estyn will monitor the school's progress about 12 - 18 months after the publication of the report in May 2026.

Estyn recommendations
R1 -Ensure senior leadership roles and responsibilities are defined clearly and balanced well so that leaders at all levels hold staff to account fully for their work.
R2 - Strengthen self-evaluation and improvement planning processes.
R3 - Improve provision for pupils' reading and writing skills so that they have meaningful and challenging opportunities to develop these skills across the curriculum.
R4 - Improve the effectiveness of teaching.
R5 - Improve the coordination of provision to develop pupils' numeracy and digital skills.

Financial statement 2025- 2026

Official Expenditure 2025/2026	
Opening Balance at 1st April 2025	-£97,322
Formula Allocation 2025/2026	£5,301,620
Total Expenditure 2025/2026	£5,706,134
Closing Reserve Balance at 31/03/26	-£501,836
Allocation Percentage of Budget 2025/2026	
Teaching Salaries	77%
Non-Teaching Salaries	25%
Other Payroll costs (DBS, Advertising, Courses etc)	Less than 1%
Premises	4%
Cleaning/Catering Staff	7%
Catering Provision (Food/Equipment)	3%
Resources (ICT, Admin, Diocesan, LA costs)	8%
Exams	2%
Transport	Less than 1%
Income	-17%

No travel, subsistence or allowance payments were made to any members of the Governing Body in 2025/26.

4. School Performance and Standards

Summary of GCSE and AS/A2 performance.

The table below provides a summary of our Year 11 examination outcomes, showing overall performance alongside comparisons across different student groups. These results reflect the hard work and commitment of our pupils and staff throughout the academic year. As with schools nationally, some variation exists between different groups of learners, and we continue to focus on ensuring that every pupil is supported to achieve their full potential. The information helps governors monitor attainment and informs ongoing school improvement priorities.

	All	Female	Male	NFSM	FSM
5 A*A	8.3%	12.1%	4.8%	10.1%	3.1%
Capped 9	282.6	311.2	256.2	303.8	223.5
Best English	48.1%	58.6%	40.0%	55.1%	31.3%
Best Maths	38.8%	37.9%	36.5%	42.7%	21.9%
5 A*-C	43.0%	50.0%	36.5%	49.4%	25.0%

The table below summarises the excellent A Level outcomes achieved by our Sixth Form students. These results reflect the dedication, resilience and hard work of our students, supported by the commitment of staff and families throughout their studies. A quarter of all grades were awarded at A*/A and almost three quarters at A*-C, with an impressive 97% of entries achieving a pass grade. Alongside their academic success, many students also completed the Welsh Baccalaureate qualification. These strong outcomes have enabled students to progress to a wide range of positive destinations, including university, higher and degree apprenticeships, further training and employment, providing a firm foundation for their future ambitions.

	2026
Entries	290
Students	90
A*/A	25%
A*-C	74%
A*-E	97%
Welsh Bac	72 pupils



Attendance

School attendance for the 2025/26 academic year was 89.01% at the end of the official recording period on 31 May 2026. This was above the Local Authority average of 88.16% for the same period and reflects the positive commitment of most pupils and families to regular school attendance.

Attendance levels for boys (88.81%) and girls (89.23%) were broadly similar, with only a small difference between the two groups.

The school continues to monitor attendance closely for all learners. Attendance for pupils eligible for free school meals was 84.98%, compared with 91.14% for pupils who are not eligible. Although attendance for pupils eligible for free school meals was slightly above the Wales average for this group, reducing the gap between these learners and their peers remains an important priority for the school.

The most common reason for absence during the year was illness, which accounted for 2.7% of all sessions. A further 6.5% of sessions were recorded as unauthorised absence. The school continues to work closely with pupils, families and external agencies to promote regular attendance and reduce avoidable absence.

While attendance remains above the Local Authority average, the governing body recognises that there is more work to do to ensure all pupils benefit fully from their education. Improving attendance, particularly for vulnerable learners and those with persistent absence, will remain a key priority during 2026/27 as the school continues to support pupils in achieving the best possible outcomes.

Destination of year 11 and year 13 pupils 2025/2026

Year 11 School Leavers 2025/2026

	Year 11
St. Joseph's 6th Form	62
Further Education	36
Employment	13
Training	6
Left the area	3

Year 13 School Leavers 2025/2026

	Year 13
University	66
Apprenticeship	9
Employment	10
Returned to 6th Form	3
Training	3
Other/unknown	5

Community links / engagement

St Joseph's continues to place its Catholic mission at the heart of its engagement with the wider community. Strong partnerships with local parishes, the Diocese and neighbouring Catholic schools have been further developed through regular family Masses, the work of the school chaplain and chaplaincy team, charitable initiatives, liturgical celebrations and opportunities for pupils to actively participate in faith, service and Catholic Social Teaching. The school remains committed to fostering a culture of compassion, service and solidarity, with pupils contributing to parish, diocesan and community projects while strengthening their understanding of Gospel values in action.

Beyond this, St Joseph's has continued to strengthen its wider community links through a broad range of partnerships, outreach activities and opportunities for pupils to engage beyond the classroom. Strong relationships with feeder primary schools have been developed through pupil and parent roadshows, bridge curriculum lessons, transition events and the annual Year 4- and 5-Sports Day involving pupils from across our partner schools. Partnerships with local employers and external providers, including work with vocational

training organisations, local businesses, childcare providers and primary schools, have provided valuable work experience placements, alternative pathways and progression opportunities into employment, apprenticeships and further education. Collaboration with local authorities, health services, universities, sporting organisations and community groups continues to enrich the experiences available to pupils, broaden aspirations and support wellbeing. The consistently positive feedback received from employers, primary school leaders, parents and community partners reflects the growing reputation of St Joseph's as an inclusive, outward-looking school that makes a significant contribution to the local community.

School Terms and Holiday Dates

2026 – 2027 Academic Year

Period	Dates
Autumn Term 1	Tuesday, 1 September to Friday, 23 October
Autumn Half Term	Monday, 26 October to Friday, 30 October
Autumn Term 2	Monday, 2 November to Friday, 18 December
Christmas Holiday	Monday, 21 December to Friday, 1 January
Spring Term 1	Monday, 4 January to Friday, 5 February
Spring Half Term	Monday, 8 February to Friday, 12 February
Spring Term 2	Monday, 15 February to Friday, 19 March
Easter Holiday	Monday, 22 March to Friday, 2 April
Summer Term 1	Monday, 5 April to Friday, 28 May
Summer Half Term	Monday,31 May to Friday, 4 June
Summer Term 2	Monday, 7 June to Friday, 16 July

Inset Days:

Tuesday 1st September
Wednesday 2nd September
Friday 23rd October
Monday 15th February
Monday 19th July
Tuesday 20th July

Changes to the school prospectus

The school's prospectus is updated annually to consider any adjustments as necessary. The latest copy of the prospectus can be found on the website.

Curriculum Organisation

Our curriculum is underpinned by our Catholic mission to nurture healthy, confident and ambitious young people through faith and learning. As recognised by Estyn, the school has a clear vision for its curriculum that reflects our Catholic virtues and values, ensuring that pupils benefit from a broad and balanced educational experience across all Areas of Learning and Experience. In designing our curriculum, we have considered carefully the needs of our local community and have sought the views of both pupils and staff to ensure that learning is relevant, engaging and aspirational.

At Key Stage 3, our curriculum continues to develop in line with the principles of Curriculum for Wales. We provide pupils with a broad range of learning experiences that promote knowledge, skills and personal growth. Teachers enrich learning by creating purposeful opportunities for pupils to explore their local community, Wales and the wider world. For example, pupils study the history and significance of the local steel industry through humanities, helping them to understand the heritage and identity of the area. Pupils also encounter diverse perspectives through their studies, including literature by Black, Asian and minority ethnic authors, supporting the development of understanding, respect and inclusion. Estyn highlighted the school's effective promotion of creative and artistic development, including opportunities for pupils to design, construct and present sustainable products to local businesses.

At Key Stage 4, pupils benefit from a suitable range of academic and vocational pathways that reflect their interests, talents and future aspirations. The school continues to adapt its provision to meet the needs of all learners, including those at risk of disengagement from mainstream education. Through our Alternative Pathways and Provision Programme, pupils can access vocational learning opportunities and external providers, including junior apprenticeship programmes, enabling them to remain engaged in education while developing valuable skills for future employment and training.

Our commitment to inclusion is reflected in the range of personalised curriculum pathways available across the school. Pupils who require additional support benefit from targeted provision, including our Pioneer Provision, which provides smaller group teaching and tailored support to help pupils engage successfully with learning whilst addressing both academic and wellbeing needs. Estyn recognised that staff know these pupils well and work

hard to ensure that they can participate fully in school life and make progress towards their individual goals.

The curriculum supports pupils' social, moral, spiritual and cultural development effectively. Through Religion, Values and Ethics lessons, pastoral care programmes and a range of enrichment activities, pupils develop a strong understanding of healthy lifestyles, relationships, diversity and their responsibilities as citizens. The Catholic ethos of the school remains central to these experiences and helps pupils to grow as compassionate, respectful and responsible young people.

The school also places great emphasis on broadening pupils' experiences beyond the classroom. Estyn recognised the extensive programme of educational visits and extracurricular opportunities available to pupils. These include international educational visits, cultural experiences, sporting activities and community-based projects which enrich learning and complement the taught curriculum. Such opportunities help pupils develop independence, resilience, leadership skills and a greater appreciation of the wider world.

Our Sixth Form curriculum remains broad, varied and responsive to student needs. Students can choose from a wide range of academic and vocational courses whilst benefitting from comprehensive personal, social and health education. Strong partnerships with local and national organisations further enrich the Sixth Form experience, alongside extensive careers education, university outreach programmes, mentoring opportunities and leadership responsibilities. These experiences help prepare students effectively for higher education, apprenticeships and future employment.

As we move forward, we will continue to refine and strengthen our curriculum offer, building upon our strengths whilst addressing the areas for development identified through self-evaluation and external review. Our aim remains to provide every pupil with an ambitious, inclusive and engaging educational experience that enables them to flourish academically, spiritually and personally.

Additional Learning Needs

St. Joseph’s is committed to ensuring that all pupils with Additional Learning Needs (ALN), including those with disabilities, can access an ambitious, inclusive and supportive education. The school works closely with parents, feeder primary schools, the Local Authority and external agencies to ensure that learners receive the right support at the right time. Estyn recognised the school's inclusive ethos and the strong care, support and guidance provided to vulnerable learners.

During the year, the school has continued to strengthen provision through the successful implementation of Individual Development Plans (IDPs), updated One Page Profiles and

improved systems for sharing information with staff. Early identification remains a priority, supported by a range of assessments and targeted interventions in literacy, numeracy, communication and emotional wellbeing. These include Precision Teaching, Language Link, ELSA, Wellcare and speech and language support, with progress monitored regularly to evaluate impact.

A skilled team of Learning Support Assistants provides both classroom support and specialist interventions. Continued investment in professional learning, including ALN, speech and language and inclusion training, has further enhanced the quality of support available to pupils. The school has also strengthened its self-evaluation processes and works closely with Local Authority advisers to continually improve provision.

Transition arrangements for pupils with ALN remain a key strength. Close collaboration between the ALNCo, primary schools, families and external agencies ensures that pupils are well supported when joining St Joseph's. Enhanced transition programmes help vulnerable learners settle confidently into secondary education.

The school also provides personalised pathways for pupils whose needs are best met through alternative or vocational provision. Through partnerships with external providers, learners can access a range of programmes that support engagement, develop employability skills and prepare them for successful post-16 destinations.

Through strong partnerships, effective specialist support and a commitment to inclusion, St Joseph's continues to ensure that pupils with ALN are able to participate fully in school life, access the curriculum successfully and achieve positive academic, social and emotional outcomes

Healthy eating and drinking

The LA's Healthy School's Co-ordinator visits St. Joseph's regularly to meet and discuss with the school's Healthy School's Co-ordinator and monitor the work of the SNAG group *(School Nutrition Action Group).* St Joseph's continues to be a Phase 3 "Healthy School" with ambitions of further developing our current status.

Drinking water (fresh) is available to students throughout the school day and all students are encouraged to drink frequently and keep themselves hydrated both in and out of lessons. Guidance is shared during Morning Care on a regular basis to reinforce the importance of being hydrated. St. Joseph's takes a firm stand and "zero tolerance" against all energy drinks which is reinforced during pastoral sessions. All the drinks that we order into school from our suppliers are "school compliant".

Most students have a secure understanding of how to become healthy and maintain a healthy lifestyle. Guidance is shared through Morning Care with form tutors reinforcing good, healthy food and drink choices. Additional serving areas have been set up in two key

areas of the school with a canopy in one area adding cover from inclement weather as pupils' queue and socialise during break and lunchtimes.

Pupils are able to access the school toilets at all times, however, they are encouraged to use the toilet at break and lunch as a priority so not to interrupt their own learning opportunities. Guidance and support is developed and provided through our School Assemblies, Food Technology lessons, Pastoral Care, Health & Wellbeing and Science Departments.

St Joseph's ensure there is a strong focus on making good healthy eating food choices and an understanding of how to appropriately fuel oneself for each school day. An importance of physical activity and a healthy lifestyle within the Health and Well-being Area of Learning and Experience is prioritised across all year groups.

Welsh Language

St Joseph's has continued to strengthen its provision for Welsh language and culture, ensuring that pupils have meaningful opportunities to develop their Welsh skills and deepen their understanding of Wales's rich heritage. The school has actively promoted the use of Welsh across the curriculum and in daily school life through bilingual communication, classroom practice, assemblies, and enrichment activities. Pupils have participated in events celebrating Welsh culture and identity, including activities linked to Dydd Gŵyl Dewi, Welsh-themed competitions and opportunities to engage with Welsh history, traditions and contemporary Welsh life. The school has also continued to support staff development in the use of Welsh, helping to increase confidence and consistency in promoting the language across subject areas. A significant milestone during the year was the achievement of the Silver Siarter Iaith Award, recognising the school's commitment to creating a strong Welsh ethos and increasing the use of Welsh in everyday school life. Building on this success, the school is now working towards the Gold Siarter Iaith Award, further strengthening opportunities for pupils to use Welsh authentically and confidently across a range of contexts. Through these initiatives, pupils are developing a stronger appreciation of their Welsh identity while building the language skills and cultural understanding needed to become informed and confident citizens of Wales.

Provision for participation in sport and extra-curricular activities

Participation in sport and extra-curricular activities remains a significant strength of the school, providing pupils with a wide range of opportunities to develop confidence, teamwork, leadership, and personal wellbeing. Throughout the year, pupils have engaged in an extensive programme of sporting activities including football, rugby, netball, hockey, badminton, fitness, cross-country, cricket, rounders and athletics. Participation levels have been high, with notable successes including Sixth Form victories against Christ College, Brecon in both football and netball, reaching the NPT Football Final, Year 8 boys finishing

runners-up in the NPT League, Year 9 boys progressing to the National Rounds of the Welsh Cup, and Year 7 girls securing second place in the Neath Port Talbot and Swansea Netball Tournament. Pupils have also represented the school in county athletics championships, rounders competitions and girls' rugby festivals, while wider enrichment opportunities have included attending the BE.Football Girls' Initiative Conference in Cardiff and watching the Wales Senior Women's international fixture. The school has continued to promote leadership through sport, with pupils gaining rugby referee and tag rugby qualifications, participating as Sports Ambassadors, and supporting primary sports festivals involving over 700 pupils. In addition, a broad programme of extracurricular activities and enrichment opportunities, recognised by Estyn as a strength of the school, has contributed positively to pupil engagement, wellbeing and school life, ensuring that learners of all ages can participate, compete, lead and develop beyond the classroom.

Provision of school toilet facilities

There are sufficient toilet facilities for the number of pupils in the school. Toilet facilities are available for pupil use in the following locations:

Ground floor
New Block
New Hall
Hub area

The toilets in the ground floor area have recently been redecorated. All toilets are cleaned on a daily basis. Hygiene standards are inspected throughout the day, and cleaning staff are on hand during the day to maintain clean and hygienic toilet facilities.