

A report on

Tre Uchaf Primary School

**Heol Cae Ty Newydd
Loughor
SA4 6QB**

Date of inspection: June 2025

by

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

About Tre Uchaf Primary School

Name of provider	Tre Uchaf Primary School
Local authority	City and County of Swansea
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	215
Pupils of statutory school age	182
Number in nursery classes	27
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 22.9%)	21.8%
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 11.1%)	23.25%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	4.1%
Date of headteacher appointment	01/09/2021

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Date of previous Estyn inspection (if applicable)	22/11/2016
Start date of inspection	09/06/2025

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

Tre Uchaf Primary is a welcoming and inclusive school where pupils feel safe and valued. Nearly all pupils are consistently polite and behave exceptionally well in and around the school. Staff create a calm and respectful environment that enables pupils to settle quickly to their work. This helps pupils, including those with additional learning needs (ALN) and those in the specialist teaching facility (STF) classes, to make good progress over time from their individual starting points.

The school celebrates diversity and promotes inclusion strongly. Older pupils from the STF classes hold leadership roles. Younger pupils in these classes benefit from thoughtfully planned opportunities to integrate with their peers in mainstream classes. Nearly all pupils treat each other with kindness and respect, and older pupils show care and responsibility by supporting others.

Teachers provide engaging and meaningful learning experiences that reflect the school's local context well. Staff use thoughtful questioning and regularly check on pupils' understanding to support their learning. They ensure that classrooms are well-organised and nurturing spaces. There is a strong focus on developing pupils' oracy skills. Staff model language effectively and create vocabulary-rich learning environments. Most pupils make rapid progress in their oracy skills from their different starting points,

Most pupils make good progress in their reading and writing skills. Younger pupils develop early number skills confidently, and older pupils apply these well in real-life contexts. Pupils build a wide range of digital skills, using them creatively in authentic contexts such as the production of podcasts. Staff provide valuable opportunities for pupils to develop as confident leaders who contribute meaningfully to the school community. Although many pupils show enthusiasm for learning Welsh, their vocabulary is limited, and they lack the confidence to use the language regularly.

School leaders provide strong and thoughtful leadership, and they are supported by governors who understand the school's needs and priorities well. Staff work together effectively and benefit from high-quality professional development, which contributes positively to pupils' progress. They develop strong relationships with parents.

Recommendations

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

R1. Improve pupils' Welsh oracy skills

What happens next

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

Main evaluation

Tre Uchaf Primary School is a happy and inclusive school where pupils feel safe and respected. Nearly all pupils are polite and courteous, and their behaviour is exemplary. Staff and pupils successfully embrace the school motto, 'Belong, Believe and Be the best you can be'. Over time, most pupils, including those with additional learning needs (ALN), and those from the specialist teaching facilities (STF) classes, make good progress from their different starting points.

The headteacher provides strong and compassionate leadership and is well supported by the senior leadership team. Senior leaders foster a sense of teamwork, and staff and pupils collaborate effectively. Leaders evaluate the school's strengths and areas for development robustly through a range of monitoring activities. They provide clear feedback to staff that has a positive impact on provision and pupils' progress in learning over time. They evaluate the quality of teachers' feedback to pupils to ensure that pupils have a good understanding of what they do well and how to improve their work. The school provides a broad range of professional learning that meets the development needs of staff and fulfils whole-school improvement priorities well. Teachers benefit from opportunities to work together and to observe strong practice in teaching and learning.

Spotlight: An inclusive school ethos

Leaders and staff create a strong culture of inclusion across the school. Older pupils in the STF classes play an active role in the work of the school through its pupil leadership groups. Staff provide valuable opportunities for pupils from the youngest STF class to join learning activities in mainstream classes. Older pupils provide thoughtful support for other pupils across the school during collective worship and at playtimes and nearly all pupils demonstrate high levels of care and respect for each other.

Leaders and staff have designed a broad and engaging curriculum that reflects the local area of the school successfully. Teachers plan authentic learning experiences that develop pupils' skills systematically. Across the school, there are valuable opportunities for pupils to develop their spiritual, moral and cultural understanding. For instance, older pupils give thoughtful opinions when they debate whether the Benin Bronzes should be returned to the Federal Republic of Nigeria from the British Museum.

Staff develop strong working relationships with pupils. They create calm and nurturing classroom environments that enable most pupils to settle quickly on arrival to school each day, enabling them to participate in their learning well. Staff ensure that learning areas are well organised, and resources are readily available to pupils. This supports most pupils to develop well as independent learners. The quality of teaching across the school is effective and staff have high expectations of pupils' learning and progress. They ensure that learning activities move along with suitable pace. Teachers use questioning and feedback well within lessons. They use regular pit stops to check pupils' understanding and support them further when needed.

Spotlight: Developing pupils' oracy skills

There is strong provision for the development of pupils' oracy skills. Staff create a language-rich learning environment and use a range of support programmes that enable most pupils to make rapid progress from their individual starting points. Across the school, staff are strong language role models and ensure that pupils develop a rich vocabulary. They ensure that pupils benefit from a broad range of opportunities to develop as confident speakers in a range of contexts.

Many pupils make good progress in their reading skills. In the youngest classes, staff have a consistent approach to the development of pupils' early reading skills. Across the school, pupils enjoy listening to stories and reading for pleasure. Teachers provide beneficial opportunities for pupils to write for a range of purposes. As they move through school, many pupils make sound progress in their writing skills and increasingly use ambitious vocabulary. Staff in the STF classes provide a range of resources to support the development of pupils' communication skills. A majority of pupils use core boards to communicate well with staff, while a few use digital communication aids effectively. In the youngest classes, pupils make a suitable start to learning Welsh. However, as they progress through school, few pupils ask and answer simple questions well. Although many pupils show enthusiasm for learning Welsh, they have limited vocabulary and lack confidence.

Teachers plan purposeful learning activities that develop pupils' mathematical skills progressively. Younger pupils develop their early counting skills well. By the time they reach Year 6, many pupils choose their preferred method of calculation to solve problems accurately. Teachers provide a broad range of authentic real-life situations that promote the use of pupils' numeracy skills, such as calculating profit and loss during enterprise projects.

Teachers ensure that there are regular opportunities to develop pupils' digital skills. By the time they reach Year 6, pupils develop a broad range of digital skills, and they use them effectively across the curriculum.

The school's provision for pupils with ALN is well co-ordinated, and support is tailored to meet the diverse needs of pupils. Across the school, highly skilled teaching assistants provide a wide range of programmes that develop pupils' learning, social, and emotional skills successfully. Staff in the STF classes know their pupils well, have high expectations and monitor their progress carefully.

The school provides valuable opportunities for pupils to develop leadership skills through a range of pupil leadership groups. They make meaningful contributions to the school community by organising events and raising money for charities.

Members of the governing body provide enthusiastic and knowledgeable support, and they have a good understanding of the community the school serves. They have a sound understanding of the school's strengths and priorities, and they undertake their various roles diligently. Leaders take suitable actions to address national priorities such as the implementation of Curriculum for Wales and mitigating the impact of poverty. However, the school's provision to develop pupils' Welsh language skills is underdeveloped.

The school maintains strong relationships with parents. Staff provide effective support and guidance. For example, they develop parents' understanding of dyslexia in ALN coffee afternoons.

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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