

A report on

Townhill Community Primary School

**Townhill Road
Townhill
SA1 6PT**

Date of inspection: June 2026

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Townhill Community Primary School

Name of provider	Townhill Community 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	483
Pupils of statutory school age	357
Number in nursery classes	68
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%)	51.9%
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%)	22.1%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	9.0%
Lead partner in Initial teacher education	Yes
Date of headteacher appointment	01/01/2019

A report on Townhill Community Primary School
June 2026

Date of previous Estyn inspection (if applicable)	11/02/2019
Start date of inspection	29/06/2026

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

Townhill Community Primary is a highly inclusive school where pupils feel safe and valued. Leaders understand the needs of the community the school serves very well and provide highly effective leadership. They focus on developing positive working relationships that underpin pupils' enjoyment of school, their learning and most aspects of their well-being. This enables most pupils, including those eligible for free school meals, pupils with additional learning needs (ALN) and those attending the specialist teaching facilities (STF), to make at least appropriate progress from their starting points.

Family engagement is a strength of the school's work. Leaders have established strong partnerships with parents through a range of initiatives that help them to support their children's learning and well-being. These relationships deepen staff's understanding of pupils' needs and enable them to adapt provision effectively.

Staff create calm, purposeful learning environments and use beneficial questioning, assessment and modelling to support learning. The curriculum provides valuable opportunities for pupils to apply their skills in meaningful contexts, enriched effectively by outdoor learning and enterprise activities. In a minority of lessons, teachers do not always identify clearly enough the knowledge and skills pupils are expected to develop during independent and exploratory activities. This contributes to missed opportunities to develop pupils' independent skills effectively.

Provision for pupils with ALN is a notable strength. Effective classroom practice, specialist provision and productive collaboration with partner schools enable pupils, with a wide range of needs, to make strong progress from their starting points.

Leaders use monitoring and self-evaluation effectively to identify strengths and improvement priorities. This has led to a strong focus on reading, with most pupils making sound progress from their starting points. Leaders have also identified improving Welsh oracy as a priority. Most pupils make a strong start in learning Welsh in the early years, but many do not make enough progress in their Welsh speaking skills as they move through the school.

Governors provide appropriate strategic support and challenge and work effectively with leaders to maintain a strong culture of safeguarding. Together with senior leaders, they have introduced a range of strategies to improve attendance. These have secured recent improvements, although attendance remains too low, particularly for pupils eligible for free school meals.

Recommendations

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

- R1 Strengthen provision to ensure the progressive development of pupils' skills, particularly during independent and exploratory learning
- R2 Improve the attendance of pupils, particularly those eligible for free school meals
- R3 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

Townhill Community Primary School provides a highly inclusive, nurturing environment where pupils feel safe, valued and supported. Leaders understand the needs of the community the school serves very well and provide highly effective leadership. They focus on developing positive working relationships that underpin pupils' enjoyment of school, their learning and most aspects of their well-being. This has established a strong culture of inclusion where positive relationships underpin learning and well-being.

The school's inclusive ethos is reflected in the high quality of its care, support and guidance. Leaders and staff model the school's values consistently, helping pupils to behave well, show respect for others and develop positive attitudes to learning. Many pupils have a wide range of needs and often face more than one barrier to learning. Staff respond effectively through carefully adapted teaching and tailored support. As a result, most pupils eligible for free school meals, pupils with additional learning needs (ALN), including those attending the specialist teaching facilities, make at least appropriate progress from their individual starting points.

Spotlight 1: Strengthening well-being and learning through family engagement

Partnerships with families are a significant strength of the school's work. Leaders have established a community-focused approach that builds strong, trusting relationships with families. Through initiatives such as 'Together Tuesdays', 'Stay and Play' sessions and family learning activities, parents gain practical strategies to support their children's

learning and well-being at home. These partnerships deepen staff's understanding of pupils' and families' needs, enabling them to adapt provision more precisely and reduce barriers to learning.

Staff create calm, purposeful learning environments where many pupils approach learning confidently, collaborate respectfully and willingly share their ideas. Children in the nursery and reception classes make particularly strong progress in developing their communication and personal and social skills, providing secure foundations for future learning.

Teachers and support staff work successfully together, using consistent approaches such as effective modelling, purposeful questioning and regular revisiting of prior learning. They use ongoing assessment well to monitor pupils' understanding and adapt learning accordingly. In the strongest practice, adults intervene skilfully to address misconceptions and extend pupils' thinking while providing sufficient opportunities for pupils to develop and refine their own ideas independently.

Teaching is effective overall. Teachers generally use a range of beneficial approaches to support learning. However, in a minority of lessons they do not identify clearly enough the knowledge and skills they expect pupils to develop, particularly during independent and exploratory activities. This contributes to missed opportunities to provide appropriate challenge and develop pupils' independent learning skills progressively.

Most staff make beneficial use of the outdoor learning environment to enrich learning across the curriculum, encouraging pupils to be curious while developing their coordination and dexterity through purposeful physical activities.

The curriculum provides valuable opportunities for pupils to apply their learning in authentic and meaningful contexts. This is a strong feature of the school's work. As they move through the school, pupils write, discuss, and respond thoughtfully to issues that affect their own lives and the wider world. Enterprise projects, educational visits and learning linked to the local community strengthen pupils' understanding of 'cynefin' and help them make meaningful connections between their learning and the world of work. Across the curriculum, pupils consider moral, social, spiritual and ethical issues thoughtfully, showing respect for different viewpoints while developing their own opinions confidently.

Staff place a strong emphasis on developing pupils' communication skills. Effective questioning and careful modelling encourage pupils to explain and extend their ideas using increasingly precise vocabulary. Consequently, many pupils communicate confidently and justify their opinions effectively.

The school has, in recent years, established a focus on improving pupils' reading skills. This work is having a positive impact on provision and pupils' progress. Reading has a high profile throughout the school. In the early years, staff establish strong foundations through carefully planned, language-rich experiences that foster pupils' enjoyment of stories, songs and rhymes before introducing effective systematic phonics teaching. Reading is an integral part of daily school life. Staff read aloud regularly, introduce engaging class novels and work closely with families to promote positive reading habits. This supports many pupils to make solid progress as readers and, by Year 6, a few read widely and discuss novels enthusiastically.

Leaders have identified that a minority of older pupils have gaps in the early reading knowledge needed to read unfamiliar words confidently and fluently. Targeted support is improving these pupils' decoding skills. Work to develop these pupils' independent reading strategies and deepen their comprehension is at an earlier stage of development.

Writing and mathematical skills develop progressively through purposeful learning experiences across the curriculum. Pupils write for authentic purposes linked to their learning and, by Year 6, many of them produce engaging, imaginative and factual writing. They also develop secure mathematical knowledge and apply their numeracy skills confidently in practical contexts. Many older pupils use number, data and measures effectively. Opportunities for them to explain and justify their mathematical reasoning are less well developed.

Most pupils make a strong start in developing their Welsh language skills in the early years. As they move through the school, they do not build sufficiently on these secure foundations. This means that many do not develop the confidence or fluency to communicate independently using an increasingly broad range of Welsh language patterns.

Provision for pupils with ALN is a notable strength. Leaders ensure that support is tailored carefully to individual needs through effective classroom practice and well-targeted interventions.

Spotlight 2: Developing inclusive practice through collaboration

The school works closely with partner schools across the cluster to strengthen inclusive practice and develop high-quality provision for pupils with ALN. Through this collaborative approach, leaders have established enhanced provision, including the Bryn Bach regulation provision, which has improved many pupils' readiness to learn. Shared professional learning and joint working have strengthened staff expertise, confidence and ownership of inclusive practice.

Similarly, specialist provisions, such as The Bridge and Bryn Mawr, provide highly effective support for pupils with social, emotional and behavioural needs. Through a strong trauma-informed approach, staff help pupils to regulate their emotions, build resilience and re-engage successfully with learning.

Staff working within the specialist teaching facilities know pupils exceptionally well and provide a calm, nurturing environment where pupils feel safe, respected and valued. Skilled use of speech, signing and visual communication enables pupils to communicate successfully and participate fully in learning. This supports many pupils to join pupils in mainstream classes when it is beneficial for them to do so.

Arrangements to distribute leadership responsibilities are effective. Senior and middle leaders contribute purposefully to school improvement and benefit from well-planned professional learning, coaching and mentoring that strengthen leadership and classroom practice.

Leaders have established a purposeful cycle of monitoring and self-evaluation that provides an accurate understanding of the school's strengths and areas for improvement. They gather a useful range of first-hand evidence, analyse outcomes carefully and use their findings well to inform strategic improvement priorities.

Professional learning aligns closely with these priorities and has strengthened practice in areas such as phonics and provision for pupils with ALN. Leaders also demonstrate a clear commitment to mitigating the impact of poverty. They deploy grant funding strategically to provide targeted academic, pastoral and practical support for pupils from low-income households and evaluate its impact appropriately. For example, family engagement initiatives have strengthened staff understanding of barriers to learning, enabling them to adapt provision more effectively and improve pupils' progress.

Leaders promote the importance of regular attendance through rewards, newsletters and close collaboration with families and external agencies. These strategies have contributed to recent improvements in overall rates of attendance. However, attendance remains too low, particularly for pupils eligible for free school meals. Leaders recognise that improving attendance remains an important priority.

Governors support the school well. Through their involvement in self-evaluation, they have a secure understanding of the school's strengths and improvement priorities and provide appropriate support and challenge. They fulfil their statutory responsibilities effectively and maintain suitable oversight of safeguarding, grant funding and financial management.

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:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2026: This report may be re used free of charge: (a) in any format or medium; and (b) may be translated by or on behalf of an education and/or training provider in respect of which this report relates into any language, in each case provided that it is re used and/or translated accurately and not used in a misleading context. The material must, in each case (including in the case of a translation) be acknowledged as Crown copyright and the title of the report specified.

Publication date: 01/09/2026