

A report on

Terrace Road Primary School

**Terrace Road
Mount Pleasant
SA1 6JD**

Date of inspection: September 2025

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Terrace Road Primary School

Name of provider	Terrace Road Primary School
Local authority	City and County of Swansea
Language of the provider	English
School category according to Welsh-medium provision	N/A
Type of school	Primary
Religious character	N/A
Number of pupils on roll	312
Pupils of statutory school age	238
Number in nursery classes	35
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%)	32.4%
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%)	5.0%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	41.6%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/01/2011
Date of previous Estyn inspection (if applicable)	01/05/2018
Start date of inspection	22/09/2025

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

Terrace Road Primary is a happy, caring, and inclusive community with a strong team ethos amongst staff. Leaders and staff place a high priority on forging effective relationships with pupils, which are based on mutual respect. This helps to create a welcoming environment in which nearly all pupils feel safe, valued, and happy to learn. Many pupils start school with skills that are below those expected for their age. During their time at the school, most pupils make good progress from their individual starting points. This includes pupils with additional learning needs (ALN), those learning English as an additional language (EAL), and those eligible for free school meals. This is a notable strength of the school.

The school's staff promote core values and commitment to equality and diversity exceptionally well. This helps it to meet the needs of the community that the school serves successfully. Through the curriculum and the 'Windows and Mirrors' library initiative, the school recognises, celebrates and promotes diversity effectively. The school embeds values of compassion and kindness, helping pupils develop a strong sense of social responsibility

The headteacher provides a clear strategic vision, which is shared by the whole school community. Leaders and governors evaluate the school's work honestly and have an accurate picture of its performance. They use a range of first-hand evidence to identify priorities and plan for improvement effectively. Leaders, in partnership with parents, have secured a reduction in the number of pupils who are persistently absent from school. Pupils are given regular opportunities to influence their learning experiences. However, they have limited opportunities to influence the strategic direction of the school.

The curriculum is broad and well-balanced, providing pupils with a wide range of valuable and meaningful learning experiences that stimulate and engage them. As a result, most pupils make strong progress in their literacy, numeracy and digital skills as they move through the school. A majority of younger pupils use basic Welsh sentences to express their feelings or to respond to questions. However, the use of the Welsh language by older pupils in informal contexts is at an earlier stage of development. Teaching across the school is generally strong, and as a result, most pupils develop positive attitudes to learning and participate eagerly in activities. On a few occasions, written feedback does not consistently help pupils to identify their next steps in learning.

Recommendations

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

- R1. Continue to improve the progress pupils make in their Welsh oracy skills
- R2. Further develop opportunities for pupils to influence the life and work of the school

What happens next

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

Main evaluation

Terrace Road Primary School is a happy, caring, diverse and inclusive community. There is a strong focus on supporting pupils' well-being that fosters a calm and focused atmosphere where nearly all pupils engage well in lessons. The care that staff provide for pupils is a notable strength. Staff know their pupils well and address their individual needs effectively from an early stage. The school's provision for personal and social development is a strength, helping, nearly all pupils become ethically informed citizens.

The school's curriculum is purposefully designed in line with the principles of Curriculum for Wales. It provides pupils with a broad and balanced range of authentic learning experiences. Leaders have developed a long-term plan that outlines clear expectations to support pupils' progression in learning successfully. Teachers use engaging themes and hooks effectively to capture and sustain pupils' interest. The curriculum successfully promotes pupils' creative skills and their understanding of the history and culture of Wales. Pupils have appropriate opportunities to influence curriculum decisions. Valuable first-hand experiences, such as visits to places of interest and guest speakers from the local community, enhance their learning.

Teaching across the school is generally strong. Most lessons have a clear purpose and teachers set high expectations. Teachers move learning along at a good pace. They use questioning highly effectively to encourage deeper thinking and to assess pupils' understanding. Teachers use verbal feedback well during lessons to address misconceptions and adapt their teaching. Assessment is generally effective. Specific, actionable feedback guides pupils successfully to take their next steps in learning. However, on a few occasions, written feedback does not help pupils to identify what they need to do to move their learning forward.

As a result of effective teaching, a stimulating curriculum, and vibrant learning environment, nearly all pupils have positive attitudes to learning, behave very well and most pupils make good progress from their individual starting points.

Staff have worked together effectively to develop a shared understanding of progression in mathematics and numeracy. Teachers introduce numeracy skills effectively in the youngest classes, where engaging, practical activities such as counting conkers and ordering leaves by size link learning to real-world contexts. Generally, most pupils make good progress with the development of their mathematical skills, knowledge and understanding as they move through the school.

Most pupils across the school develop their speaking and listening skills well, the oldest pupils are confident and concise when speaking in a range of contexts. Many pupils make

good progress in reading, supported by a wide range of effective interventions. Many pupils are confident, fluent readers. They discuss texts with understanding and insight. Following targeted professional learning for staff, most pupils develop their writing skills well as they progress through the school. Younger pupils develop their initial writing skills effectively. Most older pupils collaborate effectively to develop their ideas and use tools such as a thesaurus to improve their work. Most pupils present their work well.

Most pupils make good progress with the development of a range of digital skills, such as coding, animation creation and presentation skills. Nearly all older pupils have developed appropriate skills such as logging on to platforms and using creative digital programmes, for example producing admission tickets for the upcoming Terrace Road Medieval Festival.

A majority of younger pupils use basic Welsh sentences to express their feelings or to respond to questions. Older pupils often lack confidence to use spoken Welsh, especially in informal contexts.

Support staff are highly effective and provide valuable support for individuals and groups, working in close partnership with teachers. This is particularly beneficial for pupils with additional learning needs (ALN) and those who speak English as an additional language (EAL). Staff identify pupils' needs quickly and put appropriate support in place. As a result, most of these pupils make strong progress from their starting points.

Spotlight: United through learning

The school's provision for well-being, care, support and guidance is a notable strength. Leaders, alongside a highly skilled well-being team, have a visible presence and prioritise developing strong relationships with the most vulnerable families. They successfully create a safe environment and an ethos based on mutual trust and respect, ensuring that pupils and their parents or carers feel supported. This commitment is central to the school's vision statement, 'United Through Learning'.

Staff provide extensive and practical support to families who face challenging circumstances. As a result of this comprehensive and compassionate approach, the school successfully values every pupil and family and reduces the impact that trauma, upheaval, and poverty have on attainment and progress. Consequently, nearly all pupils and their parents and carers feel safe, happy, valued, and respected. In turn, most pupils make strong academic, personal and social, progress at the school.

Most pupils' behaviour is good. Staff are strong role models and use positive strategies and an effective reward system to help pupils regulate their own behaviour. Support for pupils with a history of exclusion is successful, leading to significant improvements in their behaviour and attitudes.

The school works closely with the local secondary school to provides beneficial opportunities to prepare pupils for the next steps in their education. including additional visits for pupils with ALN.

School leaders provide opportunities for pupils to influence the life of the school through school committees. Although the role of school committees is at an early stage of development, all pupils have the opportunity to apply to be members of these committees. A few pupils develop effective leadership skills and take on responsibilities aimed at enhancing and improving the school environment.

The headteacher provides clear strategic direction, and leaders at all levels have high expectations. They have successfully created an inclusive culture where pupils and families feel welcomed and understood, and where pupils' well-being is seen as fundamental to their success. There is a strong team ethos among staff, who feel their own well-being is supported.

Leaders have a secure understanding of the school's strengths and areas for improvement. Self-evaluation processes are robust and based on a range of first-hand information from activities such as learning walks and analysis of pupils' work. The school has a good track record of reviewing its provision and securing improvements. For example, after identifying writing as an area for improvement, leaders implemented training that has led to many pupils making improved progress.

Professional learning is a high priority and impacts positively on the school's work, for example, in supporting the strong ALN provision and improving consistency in teaching. An effective coaching and mentoring ethos exists within the school supporting staff development.

Leaders and governors manage finances and grant funding effectively to benefit pupils' progress and well-being. This supports equitable access to learning experiences. Leaders address national priorities, such as ALN reform and Curriculum for Wales, appropriately. Leaders work conscientiously to tackle the impact of poverty and have secured a reduction in the number of pupils who are persistently absent from school.

The school collaborates successfully with a range of partners, including its cluster schools and parents, to support curriculum development and professional learning. Governors support the school well and provide appropriate challenge.

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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