

St Thomas Community Primary School  
Grenfell Park Road  
St Thomas  
Swansea  
SA1 8EZ

09/12/2025

Dear leaders and staff

**Interim visit:** November 2025

A team of inspectors visited St Thomas Community Primary School recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff, consider documentation, and look at samples of pupils' work. Below is a summary of the findings from the visit.

**Focus of visit**

**Sharpen self-evaluation to focus more clearly on improving teaching and pupils' learning**

- Leaders have strengthened the school's evaluation processes. They ensure that monitoring activities focus on the quality of teaching and learning and that evaluation reports are suitably evaluative.
- Leaders ensure that improvement initiatives have clear and measurable intended outcomes. Ongoing monitoring ensures that actions are implemented and evaluated thoroughly.
- A clear cycle of monitoring and evaluation ensures that senior and middle leaders evaluate and provide feedback on important aspects of the school's work regularly. Senior and middle leaders undertake monitoring activities together which strengthens evaluations successfully.
- Leaders plan opportunities for staff professional learning linked to school priorities carefully. They make good use of effective practice within the school to support individual staff members. Staff value the opportunity to undertake professional research and to benefit from visits to other educational providers. Recent

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professional learning has had a positive impact upon pupils' application of mathematics across the curriculum, marking and feedback and staff confidence when teaching Welsh.

- Robust performance management procedures support staff in reflecting upon and improving their own practice. Leaders and staff meet regularly to discuss the impact of teaching and learning on pupil progress. These meetings ensure that teaching provision for individual pupils is refined accordingly.
- Leaders have an accurate understanding of the strengths and areas for improvement in teaching and learning. Governors support the evaluation of teaching and learning well. They hold regular meetings with staff, noting progress and further actions to take forward.

### **Refine the provision for independent learning across the school to challenge pupils suitably**

- Leaders and staff have developed a clear vision for improving pupil independence. A range of beneficial professional learning opportunities have improved staff's understanding of how to develop pupils' independence and how this contributes to their progress.
- In the younger classes, teachers support pupils to develop their self-help skills well. However, staff do not always have a strong enough understanding of younger pupils' learning and developmental needs to ensure that provision, particularly for early language development, supports their progress effectively.
- Foundation teachers have developed learning environments to promote independence. In the best examples, engaging activities and resources encourage pupils to develop their early communication skills through independent play effectively. Leaders recognise a need to share the most effective practice across the younger classes.
- Teachers of older pupils promote independence well. They ensure that classrooms are well-organised and enable pupils to select their own resources routinely. Classroom displays provide a range of useful learning scaffolds and pupils refer to these regularly to support their work. In a very few instances, teachers do not ensure that expectations are clear to pupils when working creatively.
- In the morning sessions, the oldest pupils act as learning mentors, providing effective support for younger pupils in the development of their basic skills. In these sessions, older pupils model and encourage their younger peers effectively whilst maintaining useful assessment records to pass back to teachers.
- Across the school, most pupils display positive attitudes to learning and behaviour is exemplary. Pupils develop their independence well through involvement in the many pupil voice groups across the school.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6702239>

Yours sincerely



**Liz Miles**

Assistant Director