



Governing Body's Annual Report to Parents - Autumn 2024

TownhillCommunitySchool
"Putting Children First"

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Townhill Community School
Townhill Road, Townhill, Swansea, SA1 6PT

Chair of Governors: Mrs Janet Chaplin
Headteacher: Mr Peter Owen
Deputy Headteacher: Mrs Leah Gadd
Assistant Headteacher: Mr Jonathan Stones
(01792) 516370

townhill.communityschool@swansea-edunet.gov.uk

www.townhillcommunityschool.co.uk

Autumn 2024

Dear Parents/Guardians

Summary Annual Governors Report to Parents 2023/24

Please read the Annual Governors Report to Parents. This contains the statutory information we are asked to provide to all parents about the school over the past year.

Should you wish to discuss any aspect of this report or receive any other information about the school please do not hesitate to contact me, or alternatively you can call into the school office.

Yours sincerely,

Peter Owen



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Hello everyone – parents and grandparents, carers and friends,

I am delighted to start this annual letter with good news. We have recruited **three new parent governors**. Their details are in this report and I know they are ready and willing to be your link with the Governing Body. Please do use them. They may not always have all the answers but they will know where to find them. Speak to them also if you have any ideas for the school, or if you have any compliments or words of appreciation for our wonderful staff. And they are wonderful aren't they? Lead by our very special head, Peter Owen, all our staff are committed to our motto of "**Putting Children First**". This pervades not only academic work but every aspect of school life and reading this report, you will know just how expansive that is. Many initiatives occur out of school hours and always seek to expand our children's experiences. All serve to make our school not only one of the largest schools in Swansea but also one of, if not, **the best**.

Please do take time to read all this report and you will see just how we improve what is offered to our pupils year on year. And improving we are, except in the area of **attendance**. I was staggered to realise that an 80% attendance record means a child has lost 1 year out of 5. Imagine if we lost one weeks income every five. Or could only meet with friend and family 4 weeks out of 5. By limiting a child to 80% attendance – even less is too worrying to even consider- what are we denying them? I know that school staff and pupils are thinking of new ideas to improve this record, but it is actually **YOU** who are the real influencers. This school year, if you can do nothing else, please will you put your child / children first by making sure they attend school regularly.

Further in this report you will see our **School's Development Plan (SDP)**. Please do look at the parts which relate to you and your children. It is one of the ways in which we as a Governing body monitor and oversee the progress of our school.

As always I would like to end with some **thanks**. Firstly, and already mentioned to the **head and all all his staff**, for their unending commitment and enthusiasm for the benefit of our children. Secondly to all my **fellow governors** who given of their time and commitment in what are not always easy circumstances. (It isn't all concerts and visits). Finally to our oh so patient clerk **Mrs Deena Lenihan** , who does her best to keep us all on track.

Finally, my thanks go to each one of you. In the grand scheme of things we have your children with us for such a short amount of time each week and year. We depend on you to help us continue to develop what we start, to encourage and oversee the tasks we set and to liaise with us if you have concerns, or of course compliments.

I will look forward to seeing so many of you at concerts and events during the rest of this year and through 2025. They are such special times to share our children's achievements. I hope to also see many of you at the more informal meetings, which staff organise to monitor our children's progress, explain new initiatives in which you can be involved or offer additional information on special areas of work and well-being.

My details are at the end of this letter and as always I welcome any comments or contact. As the "critical friend" the Governing Body has the responsibility for overseeing all aspects of school. We are mindful of the fact that for the most part this is you and your children.



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On behalf of my colleague governors I send all good wishes for this next school year. I am sure it will be challenging but with the staff we have I am sure it will be exciting, and working together with you, **TCS, the very special school on the hill, will continuing to grow and excel.**

Jan Chaplin (Mrs)

Governing Body

Clerk to Governors

Mrs Deena Lenihan

C/O Townhill Community School, Townhill Road, Townhill, Swansea, SA1 6PT

The Governing Body members are –

Name	Term of office Start date	Term of office End date	Category
Mr Peter Owen (Headteacher)	01/01/2019		Governor
Mrs Janet Chaplin (Chair)	23/05/2015	21/12/2027	Local Authority Governor
Mrs Jo Martin	22/05/2017	18/07/2025	Local Authority Governor
Cllr David Hopkins	22/09/2016	18/07/2025	Local Authority Governor
Cllr Cyril Anderson	23/02/2017	20/04/2025	Local Authority Governor
Mrs Leanne Dower (Vice-chair)	01/09/2020	31/08/2028	Community Governor
Mrs Sarah Archard	30/03/2023	29/03/2027	Community Governor
Vacancy			Community Governor
Vacancy			Community Governor
Mr Andrew Lewis	01/09/2021	31/08/2025	Parent Governor
Mrs Leanne Powell	01/07/2024	31/08/2028	Parent Governor
Miss Shelley Stevens	01/07/2024	31/08/2028	Parent Governor
Miss Chantelle Medicke	01/07/2024	31/08/2028	Parent Governor
Vacancy			Parent Governor
Mrs Kirsty Brodrick	01/09/2022	31/08/2026	Teacher Governor
Mr Jon Stones	01/09/2022	31/08/2026	Teacher Governor
Vacancy			Staff Governor
Mrs Deena Lenihan	03/09/2012		Clerk to the Governors

Any parents wishing to be considered as governors should contact the chair of governors, Mrs Janet Chaplin. Mrs Chaplin's contact details are:

- Phone: 01792 207316 / 07810854239
- Email: janetchaplin@hotmail.co.uk

Being a governor is a rewarding way of being involved in the life and work of the school.



School Staff



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September 2024

Role	Surname	Name
Headteacher	Owen	Peter
Deputy Headteacher - Nursery	Gadd	Leah
Assistant Headteacher – Year 5	Stones	Jon
STF Manager – STF	Totty	Ceri
ALNCo	Burrows	Emma
TLR2 – Year 6	Brodrick	Kirsty
TLR2 – Year 2	Evans	Lisa
TLR3 – Year 4	Webb	Emma
Teacher UPS – Reception	Guy	Kelly
Teacher UPS – Year 3	Atkins	Laura
Teacher UPS – Year 5	Bond	Emma
Teacher UPS – Year 4	Oram	Louise
Teacher UPS – Year 1	Jones	Jeni
Teacher UPS – Year 1	Peach	Ian
Teacher (Main Scale) – Reception/Year 4	James	Ellie
Teacher – (Main Scale) - STF	Andrews	Gareth
Teacher UPS – Year 3	Davies	Katie
Teacher UPS – Reception	Evans	Hannah
Teacher UPS – Year 2	Ayre	Rhian
Teacher UPS – Reception	Stones	Sian
Teacher UPS – Year 3	Williams	Charlotte
Teacher UPS – Year 6	Griffith	Gemma
Teacher (Main Scale) – Brynbach	Colman	Rebecca
Teaching Assistant (Thrive)/Year 2	Clare	Kenealy
Teaching Assistant (Thrive)/STF	Tessa	Bousher
Teaching Assistant (ALN)/Year 5	Peta	Gulley
Teaching Assistant (ALN)/Year 1	Susan	Jones
Teaching Assistant (ALN)	Amanda	Parton
Teaching Assistant (STF)	Donna	Cameron
Teaching Assistant (STF)	Jessica	Dennis
Teaching Assistant (STF)	Jodi	Dennis
Teaching Assistant (STF)	Lisa	Howard
Teaching Assistant (STF)	Dilshad	Jahan
Teaching Assistant (STF)/Year 1/Year 4	Claire	Shumack
Teaching Assistant (STF)	Paul	Griffiths
Teaching Assistant (STF)	Melanie	Rayworth
Teaching Assistant (STF)	Katie	Ward
Teaching Assistant (STF)	Jude	John



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Role	Surname	Name
Teaching Assistant (STF)	Mason	Caitlin
HLTA – Nursery	Lainey	Gallo
Teaching Assistant – Nursery	Kaitlin	Dennis
Teaching Assistant – Nursery	Ellie	Studden
Teaching Assistant – Nursery	Parveen	Singh-Cleverley
Teaching Assistant – Nursery	Robyn	Llewellyn
Teaching Assistant – Reception	Lynsey	Hall
Teaching Assistant – Reception	Elisha	Clarke
Teaching Assistant – Reception	Ellie	Davies
Teaching Assistant – Reception/Year 1	Clare	Roberts
Teaching Assistant – Year 1	Leah	Simons
Teaching Assistant – Year 1	Claire	Smith
Teaching Assistant – Year 1	Helen	Watkin
Teaching Assistant – Year 1	Amy	Gutteridge
Teaching Assistant – Year 2	Ewelina	Niciejewska
Teaching Assistant – Year 2	Natalie	Gallagher
Teaching Assistant – Year 2/3/6	Fardusi	Jahan
Teaching Assistant – Year 3	Julie	Joslin
Teaching Assistant – Year 3	Gina	Owens
Teaching Assistant – Year 3/4/5	Wendy	Davies
Teaching Assistant – Year 4	Catherine	Lewis
Teaching Assistant – Year 4	Tracy	Brown
Teaching Assistant – Year 5	Natalie	Osmond
Teaching Assistant – Year 5	Catherine	Rees-Lowe
Teaching Assistant – Year 5	Natalie	Osmond
Teaching Assistant – Year 4	Catherine	Lewis
Teaching Assistant – Year 6	Rohima	Miah
Teaching Assistant – Brynbach	Kowshe	Kugathan
HLTA – Brynbach	Georgina	Williams
Office Manager	Deena	Lenihan
Administration & Organisation Assistant	Lorna	Saunders
Family Liaison Officer	Anna	Ruscitto
Caretaker	Kevin	Davies
Breakfast club support	Gina	Williams
Breakfast club support	Adeeba	Jafarawi
Breakfast club support	Julie	Joslin
Breakfast club support	Tina	Reynolds
Breakfast club support	Joanne	Roberts
Breakfast club support	Melanie	Rayworth
Lunchtime Supervisor	Janet	Collins
Lunchtime Supervisor	Adeeba	Jafarawi



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Role	Surname	Name
Lunchtime Supervisor	Joanne	Roberts
Lunchtime Supervisor	Tina	Reynolds
Lunchtime Supervisor	Katherine	Reynolds
Lunchtime Supervisor	Sharon	Duffy
Lunchtime Supervisor	Val	Davies
Lunchtime Supervisor	Zoe	Lauder
Lunchtime Supervisor	Lisa	Malpas

Pupils

470 pupils aged 3-11 including 52 who attend the nursery class part-time.

Attendance Information

The table below shows our figures for attendance over the last 4 years.

2021/22	2022/23	2023/24	2024/25
84%	86.6%	89.4%	93.5% currently

A pupil with attendance of 80% is actually missing the equivalent of 1 year in every 5. This means that by the time they sit their GCSEs they are at least 2.5 years behind. This would be like asking a child in the middle of year 9 to sit their GCSEs! It is more important than ever before, for the wellbeing of all of our children that whenever we can, we ensure they are in school and developing mentally, physically and socially and emotionally.

Our attendance must improve this year. We are amongst the lowest performing schools in Swansea for pupils attending school. This is so sad, as the school's provision for learning is amongst the best! Please make it the highest priority you can to get your children into school. In addition to pupils academic standards falling through low attendance, it has a detrimental effects on their social and emotional development. School is a place for interaction with peers, fostering social skills, teamwork, and an environment that provides emotional wellbeing support. Regular attendance allows children to form friendships, engage in extracurricular activities, and develop a sense of belonging within their school community.

However, frequent absences isolate children from these important interactions, too often leading to feelings of loneliness, detachment, and low self-esteem. Sadly, children may struggle to build supportive relationships with peers and miss out on the emotional support that school environments can provide. As a result, children who are frequently absent can experience difficulties in their social development, impacting their overall well-being.



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Extra-Curricular Activities

All pupils are encouraged to participate in extra-curricular activities both inside and outside of school. This year the following clubs are running for the children:

Club	Teacher/s	Year Groups	Where	Day	Time
Baking Club (There is a small charge of £1 per week, per child)	Miss Guy & Miss James	Reception & Y1	Nursery/Reception Kitchen	Tuesday	15:20 – 16:10
Football Club	Mr Stones	Year 5 & 6	Top Yard (Gym if raining)	Tuesday	15.20 – 16.10
Funky Fitness	Mrs Gadd & Miss Gallo	Year 1	Infant Hall	Tuesday	15:20 – 16:10
Drawing Club	Mrs Atkins, Mrs Davies & Miss Williams	Years 2 & 3	Mrs Atkins' Class	Tuesday	15.20 – 16:10
Drawing Club	Mr Peach	Year 4	Mr Peach's Class	Tuesday	15.20 – 16.10
Uno, Dobble & Top Trumps	Mrs Webb	Years 3, 4, 5 & 6	Mrs Webb's Class	Tuesday	15.20 – 16.10
Cooking Club (There is a small charge of £1 per week, per child)	Mrs Bousher & Miss Williams	Years 3, 4, 5 & 6	Thrive Room	Tuesday	15:20 – 16:10
Fitness Club	Miss Ayre & Mrs Evans	Year 2	Infant Hall	Wednesday	15:20 – 16:10
Cooking Club (There is a small charge of £1 per week, per child)	Mrs Bond & Mrs Oram	Years 3, 4, 5 & 6	Thrive Room	Wednesday	15.20 – 16.10
ICT Club	Mrs Brodrick & Mrs Griffiths	Years 5 & 6	Y6 Class	Thursday	15:20 – 16:10
Rugby Skills	Mr Andrew	Year 5 & 6	Top Yard (Gym if raining)	Thursday	15.20 - 16.10

All teachers run an activity, acting as good role models for the pupils. We are very grateful to the teachers for giving up their time.

We are confident that we are among the very best schools in Swansea, if not the best, in the offer we give for extra-curricular opportunities.

The school ran an excellent residential again last year, following not having residential for two years due to the pandemic. We have residential booked for our year 6 pupils at Borfa Activity Centre on the Gower, in summer 2023.



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Financial Statement 2023/2024

	Delegated Expenditure £	Non-Delegated Expenditure £	Total Net Expenditure £
Teachers Salaries	1,339,603	7,175	1,346,778
Salaries	881,034	71,765	952,799
Other Employee Costs	162	-380	-218
Premises	133,837		133,837
Transport	34,365	61,144	95,508
Supplies & Services	521,202		521,202
Recharges	262,756	193,920	456,676
Gross Expenditure	3,172,959	333,623	3,506,582
Grant Income	-592,277		-592,277
Other Income	-384,650		-384,650
Gross Income	-976,927	0	-976,927
Net Expenditure	2,196,032	333,623	2,529,655

RESERVES:	£
FINAL FORMULA ALLOCATION:	2,189,919
TOTAL NET EXPENDITURE:	2,196,032
TRANSFER TO / (FROM) RESERVES:	-6,113
OPENING BALANCE ON RESERVES 01/04/23	281,363
CLOSING BALANCE ON RESERVES: 31/03/24	275,250

Community

Family Learning – takes place every Tuesday in the Foundation Phase hall. Parents come in and work alongside their children developing their relationships through shared tasks. The learning is normally based on a story, from which suitable elements of Literacy and Numeracy are drawn to strengthen the child's (or adult's) knowledge and understanding of basic skills.



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Reading volunteers – pupils in year two are benefitting from volunteers who come in each week and listen to them read. The pupils are grateful for not only the reading but the pastoral aspect of talking to someone and being given some kind attention.

Phoenix Centre – The children particularly enjoy going up the café to buy breakfast. These life skills are important for our children to develop and we're grateful to the Phoenix for always being willing to work with us to benefit the children. In addition, each class makes half termly visits to the Phoenix library to swap and order new books.

World of Work - Teachers are currently working to plan a world of work day. The aim is to bring in employers to help the children develop a vision for their future. Many of our children have low aspirations which tragically impacts on their willingness to work hard and see a bright future for themselves. We hope that a world of work day will help them reflect on the sorts of careers they may want and what they need to do to get there.

Hygiene bank – Residents can access school's hygiene bank for an emergency parcel. Informed Phoenix centre/ Mountain View Children's Centre staff and given contact details if they identify any families in need of a parcel. Tenancy Support workers attached to the Townhill area have also been informed. Hygiene Bank information will also be on the new well-being newsletter.

Blanket bank - Free blankets for parents/community if they require an extra blanket to keep warm during the winter months. Blankets will be stored in the smaller community room (outside office) Hoop Education has gifted TCS £200 towards blankets. We are looking into extra funding.

Targeted support - for Year 5 pupils - Faith in Families (FIF) Brighter futures Self-esteem programme (6 week programme).

School Nurse – Sessions organised for Reception/year one – 'our bodies' and for Year 6 on Period Poverty

Whitehead Ross – working with families to help develop basic ICT and maths skills. The ICT and Maths leads are arranging for them to come in to promote this further during parent's evenings. Workshops will begin November time. Workshops will work on strengthening parents' ICT and maths skills to help their children.

RWI sessions – our Literacy lead is putting on sessions to support parents in how we teach basic reading. We follow a programme called Read Write Inc. The programme is extremely well researched and offers a systematic means in which we ensure all children, working at their own level, are able to identify letters, blend them and begin the process of reading words and texts. These sessions will focus on engaging you as parents and helping you help your child.

Pupil Voice – children will be helping to organise TCS 'Community Choir'. Community event at Christmas.



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School Development Plan

Here is the summary of the current School Development Plan priorities for 2024/25:

Townhill Community School SDP Headline Priorities 2024-25	
	1. Vision and Leadership
1.1	Develop the leadership potential of others
1.2	Develop our school ethos, environment and provision to support learners to be physically active and healthy
1.3	Continue to use our vision of being a 'Community Focussed School' to underpin a shared sense of purpose across all aspects of our work
1.4	Strengthen assessment to support learning and teaching
	2. Curriculum, Learning and Teaching
2.1	Improve reading and Phonic standards of all learners
2.2	Embed the school's grammar progression ladder to improve writing.
2.3	Engage parents and carers in their children's learning in school and at home
2.4	Teach explicit vocabulary sessions to improve reading and writing
2.5	Work collaboratively with cluster Maths and Numeracy leads in developing a shared understanding of progression
2.6	Strengthen and develop provision for numeracy across the curriculum
2.7	Monitor and assess digital competency across the curriculum
2.8	Promote internet safety strategies for pupils and parents
2.9	The agreed pedagogy of the 'Townhill Way' to continue to be developed across the school
2.11	Quality assure our medium-term planning to ensure there is appropriate coverage and clear progression
	3. Wellbeing, Equity and Inclusion
3.1	Ensure universal learning provision is delivered consistently through a targeted and more focused approach
3.2	Improve ALN tracking and record keeping
3.3	Continue to raise overall school attendance
3.4	Strengthen the contribution pupils make to safeguarding processes and systems

Below is the review of the SDP from last year (2023/24):

Townhill Community School SDP Headline Priorities 2023-24	SLT Overall Summary RAYG					
	Au1	Au2	Sp1	Sp2	Su1	Su2
1. Vision and Leadership						
1.1 Draw upon contributions from the community and other partners to develop our vision for learning, teaching and the curriculum						
1.2 Support the wellbeing of all staff						



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1.3 Establish and apply statutory policies and procedures around Health and Safety	Red	Yellow	Yellow	Yellow	Yellow	Green
1.4 Use assessment information to support all pupils to make the progress of which they are capable in accordance with the principles of progression	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
2. Curriculum						
2.1 Engage families in education to strengthen our school-community partnership	Yellow	Yellow	Yellow	Yellow	Green	Green
2.2 Support the whole school community in understanding internet safety	Red	Yellow	Yellow	Yellow	Yellow	Green
2.3 Continue to work collaboratively with our cluster in the curriculum design process	Yellow	Yellow	Yellow	Yellow	Green	Green
2.4 The introduction of media literacy to boost engagement and develop 'short burst writing' opportunities	Red	Yellow	Green	Green	Green	Green
2.5 To provide opportunities to develop Maths and Numeracy in the outdoors	Red	Red	Yellow	Yellow	Green	Green
3. Learning and Teaching						
3.1 Continue to develop our vision for the teaching pedagogy to deliver a curriculum for the learners	Yellow	Yellow	Yellow	Yellow	Green	Green
3.2 Ensure pupil voice underpins authentic and purposeful learning experiences with a real-life context	Yellow	Yellow	Yellow	Yellow	Green	Green
3.3 Support learners to understand and use the Welsh language	Red	Yellow	Yellow	Yellow	Yellow	Yellow
3.4 Introduce a 'grammar progression ladder' to exemplify expectations across the school	Red	Yellow	Yellow	Yellow	Green	Green
3.5 To use the 'bar modelling' strategies to improve the standards in problem solving	Yellow	Yellow	Yellow	Yellow	Green	Green
4. Wellbeing, Equity and Inclusion						
4.1 Ensure universal learning provision is delivered consistently through a targeted and more focused approach	Red	Yellow	Yellow	Yellow	Yellow	Green
4.2 Meet the needs of pupils who are disadvantageded by poverty to ensure equity for all	Yellow	Yellow	Green	Green	Green	Green
4.3 Embed the RSE framework across the school	Red	Red	Yellow	Yellow	Yellow	Green
4.4 Improve pupil attendance	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
4.5 Achieve the "Thrive Ambassador School of Excellence" award	Yellow	Green	Green	Green	Green	Green
4.6 Develop knowledge and understanding of The Thrive Approach with parents and families	Yellow	Yellow	Yellow	Yellow	Green	Green

Action taken by school / GB

Resolutions

There were no resolutions submitted to the Headteacher for discussion for 2023/2024



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School Prospectus

The school prospectus has been reviewed and updated for the academic year 2024/2025 and meets guidance issued by National Assembly for Wales Circular 14/01. A copy of the prospectus is on the school website: www.townhillcommunityschool.com. It is also available on request for any parent or visitor to the school.

Curriculum

The school curriculum is extremely exciting and dynamic. Learning is authentic and linked to real life situations wherever possible. Pupils are encouraged to be independent and yet work well in teams and alongside others. Pupils are given opportunity to lead their own learning and make choices in their learning. Pupils are given a wide variety of experiences within the school setting, the local area and beyond on Gower and across South Wales. We want our pupils to love coming to school and develop strong basic skills in speaking, reading, writing and numeracy, as well as a real love of learning and knowledge and understanding of the world.

Trips

Teachers have put a real effort into organising a range of school trips to boost children's wellbeing and give them some extra experiences. A great deal of work goes into the planning and risk assessments.

We try to ensure that each child, during their time in the school, has a range of off-site learning experiences. Sometimes they may be local, sometimes further afield. We always try to ensure we get value for money from anywhere we visit and it must be justified in improving a child's learning. Trips may range from walking to the Phoenix centre to buy breakfast as a life experience, to visiting a beach or Castle on Gower, to going to Cardiff to visit a Science centre, to going on an outdoor residential centre for up to a week.

We recognise that there is often a cost involved so we plan to ensure that on any given year we are not asking parents for too much in contributions. We nearly always subsidise trips with our Pupil Deprivation Grant. However, we want to do all we can to 'poverty proof' our school by making all we do accessible and supportive for all families. Please approach us if you feel we can do more.

We have worked alongside parents to agree a budget for each class for trips. This means that no parent will be asked for more than £10 / term for each child. The only exception being residential trips.

Language Category

English is the language used to deliver the vast majority of the curriculum.

Welsh Provision

The school encourages the use of everyday incidental Welsh and uses a Welsh drillio session daily. Welsh is taught as a subject throughout the school and its use is celebrated.

Additional Learning Needs

The school has a policy for Additional Learning Needs, a copy of which is available upon request from the Headteacher or the ALNCo (Additional Learning Needs Co-ordinator). Pupils identified as having additional learning needs are referred to the ALNCo for assessment. Individual Development Plans are prepared and



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parents/carers are consulted. Records are maintained and reviewed regularly with parents. Where appropriate, assistance is sought from outside agencies. A large number of external agencies support us at Townhill Community School including Speech Therapy, Team Around the Family and the Education Psychology Service.

Pupils with Disabilities

Townhill Community School is committed to equal opportunities and inclusion. As the building is refurbished, adaptations are made (where possible) to incorporate changes, which will be suitable for disabled persons. The Governing Body has considered the implications of the Disability Discrimination Act and, after liaising with the Local Authority, will respond as appropriate as individual circumstances dictate. The school has a Strategic Equality Plan, which is updated regularly.

Toilet Facilities

KS2 pupils have girls' and boys' toilets situated centrally in the junior area of the building. There are appropriately sized toilets for Foundation Phase situated next to the Nursery and Reception entrance and also the Year 1 and 2 entrance. All toilets are cleaned daily.

Food and Fitness

The school's food and fitness policy describes how pupils are encouraged to make the correct choices for healthy living. The school follows the Welsh Government's 'Appetite for Life' and the City and County of Swansea Catering Services abides by the Government's guidelines for the provision of the mid-day meal. Only healthy snacks are permitted during morning break and for those children who do not have school meals, we ask parents to give their child a healthy packed lunch. Each pupil has a water bottle. Pupils have access to their bottles throughout the school day.

School Term Dates

School Term & Holiday Dates 2024 / 2025

Term	Term begins		Mid-term holiday begins	Mid-term holiday ends		Terms ends	Total days
Autumn 2024	Monday 2 September	Friday 25 October	Monday 28 October	Friday 1 November	Monday 4 November	Friday 20 December	75
Spring 2025	Monday 6 January	Friday 21 February	Monday 24 February	Friday 28 February	Monday 3 February	Friday 11 April	65
Summer 2025	Monday 28 April	Friday 23 May	Monday 26 May	Friday 30 May	Monday 2 June	Monday 21 July	55
Total							195



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School Term & Holiday Dates 2025 / 2026

Term	Term begins		Mid-term holiday begins	Mid-term holiday ends		Terms ends	Total days
Autumn 2025	Monday 1 September	Friday 24 October	Monday 27 October	Friday 31 October	Monday 3 November	Friday 19 December	75
Spring 2026	Monday 5 January 2	Friday 13 February	Monday 16 February	Friday 20 February	Monday 23 February	Friday 27 March	55
Summer 2026	Monday 13 April	Friday 22 May	Monday 25 May	Friday 29 May	Monday 1 June	Friday 20 July	65
Total							195

INSET Days

Monday 2nd September 2024
 Monday 4th November 2024
 Thursday 19th December 2024
 Friday 20th December 2024
 Friday 23rd May 2025
 Monday 21st July 2025

Monday 1st September 2025

Bank holidays

Friday 18th April 2025 – Good Friday
 Monday 21st April 2025 – Easter Monday
 Monday 5th May 2025 – May Day
 Monday 26th May 2025 – Spring Bank Holiday

Friday 3rd April 2026 – Good Friday
 Monday 6th April 2026 – Easter Monday
 Monday 4th May 2026 – May Day
 Monday 25th May 2026 – Spring Bank Holiday