

Grange Primary School
West Cross Avenue
West Cross
Swansea
SA3 5TS

04/02/2026

Dear leaders and staff

Interim visit: January 2026

A team of inspectors visited Grange 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 processes to ensure that monitoring activities consistently identify the most important areas for improvement

- Leaders have an appropriate understanding of the school's strengths and areas for development. They use of a range of information to identify and evaluate whole school priorities suitably.
- Leaders foster a shared culture of ongoing improvement and reflection across the school. Staff at all levels engage in regular professional dialogue about their practice.
- Leaders distribute monitoring and evaluation well through agreed, systematic processes. Purposeful and focussed professional development ensures that staff have the confidence to carry out self-evaluation activities with increasing rigour, accuracy and autonomy.
- Following monitoring activities, leaders and staff share their evaluations promptly, outlining clear ways forward. Leaders recognise the need to revisit and assess the impact of the school's most recent improvement actions.

Estyn, Llys Angor, Heol Keen, Caerdydd,
CF24 5JW Ffôn: 02920 446446
ymholiadau@estyn.llyw.cymru
www.estyn.llyw.cymru

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Estyn, Anchor Court, Keen Road,
Cardiff, CF24 5JW Telephone: 02920
446446 enquiries@estyn.gov.wales
www.estyn.gov.wales

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- Recently, a few governors have joined leaders in carrying out monitoring activities. This has helped them to develop their first-hand knowledge of the school's work and, in turn, to provide useful feedback to the full governing body.
- Purposeful links and dialogue with local cluster schools, further support leaders and staff to inform and strengthen their evaluations.

Ensure that the level of challenge is consistently well matched to pupils' ability in all classes

- Leaders and staff share a clear focus on meeting the learning and well-being needs of all pupils. New approaches to assessment and classroom practice are beginning to impact positively on pupils' skills, such as their mathematical recall. In a few instances though, activities lack sufficient challenge and do not deepen or enhance pupils' learning enough.
- The school has created its own approach to giving pupils greater choice in their learning. Often, during learning activities, pupils choose their starting point according to their level of confidence. The extent to which these activities ensure an accurate degree of challenge, and develop pupils' independent learning skills, varies.
- Most staff choose appropriate times during lessons to talk to pupils about their learning. When doing so, they provide prompts and reminders that help pupils to clarify their understanding and ask questions that help them to gauge pupils' progress. In a few instances, teachers use pupils' responses effectively to adjust the level of challenge in their learning promptly.
- The school is a purposeful and celebratory environment for learning. There is a strong ethos of recognising pupils' successes and congratulating their efforts. Pupils of all ages show a zest for taking on new challenges that enhance and enrich their life skills, such as learning and using British Sign Language.

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/6702027>

Yours sincerely



Liz Miles

Assistant Director