

A report on

Grangetown Primary

**Bromsgrove Street
Grangetown
CF11 7XS**

Date of inspection: March 2026

by

**Estyn, His Majesty's Inspectorate for Education
and Training in Wales**

About Grangetown Primary

Name of provider	Grangetown Primary
Local authority	Cardiff Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	375
Pupils of statutory school age	322
Number in nursery classes	
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%)	39.5%
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%)	8.4%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	80.1%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2025

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Date of previous Estyn inspection (if applicable)	22/01/2019
Start date of inspection	16/03/2026

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

Grangetown Primary is a happy and caring school, where the well-being of every pupil is important. The school celebrates the diverse nature of its community well and promotes respect for all. Relationships are strong and all members of the school work together harmoniously. Pupils are safe and happy in school and know that they will receive support if they need it.

During their time in school, most pupils, including those who have additional learning needs (ALN) and those from low-income households, make good progress. The school's curriculum is rich and reflects the nature of the local community, Wales and the wider world successfully.

Most pupils engage well in their lessons, though there are occasions when teachers' explanations are overly long and this affects pupils' ability to learn actively and independently. Most pupils develop effective literacy, numeracy and digital skills during their time in school. Teachers generally make sure that pupils develop these skills progressively but there are too few opportunities for pupils to apply and use their skills independently in other areas of learning. Pupils develop appropriate Welsh language skills during their time in school.

Staff ensure that classrooms and learning areas are calm spaces. Teachers provide interesting lessons; they ask worthwhile questions and give pupils appropriate feedback on their learning. Pupils benefit from plentiful opportunities to reflect on their learning, and this contributes well to the progress that pupils make and their understanding of what they do well and what they need to improve in their work.

The school's work to remove barriers to learning for pupils and their families is exceptional. The school provides access to valuable support, information and training opportunities, which develop the skills of parents and strengthens their work prospects. This work enables pupils to engage well with their learning and develop a strong sense of belonging.

Leadership responsibilities are well-distributed across the school and staff and governors work together effectively to identify and address the aspects of the school's work that need to improve.

Recommendations

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

- R1 Develop pupils' independent learning skills
- R2 Ensure learning experiences provide regular opportunities for pupils to apply their skills meaningfully

What happens next

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

Main evaluation

Grangetown Primary School provides a warm and supportive environment where diversity is celebrated. Nearly all pupils are proud of their individual cultural backgrounds and show high levels of respect to others. Staff know their pupils well and place a valuable emphasis on supporting their well-being. Behaviour and relationships are strong, and this creates a positive climate for learning. Many pupils enjoy school, they feel safe and happy and approach their learning activities with enthusiasm and focus. Many pupils, including those with additional learning needs (ALN) and those from low-income households, make good progress over time.

The school adopts successful approaches to developing pupils' literacy, numeracy and digital skills which build progressively over time. By the time they leave the school, most pupils speak confidently and listen carefully. Most pupils read with enthusiasm, accuracy and fluency, and many communicate effectively in writing. Most older pupils have a good understanding of mathematical concepts and develop their number skills effectively. By Year 6, most pupils use a range of digital skills confidently. They have a secure knowledge of how to keep safe online. Whilst pupils gain skills effectively in lessons, they have too few opportunities to strengthen their literacy, numeracy and digital skills in more meaningful and purposeful situations or to use them independently.

Most pupils make suitable progress in developing their Welsh language skills but opportunities to build upon these skills outside of lessons or in more informal ways are limited. Teachers provide rich opportunities for pupils to develop their artistic, musical and physical skills well over time. There are well-planned, comprehensive opportunities for pupils to develop their understanding of relationships, values and ethics. These experiences contribute successfully to their overall development as healthy and confident individuals.

The school's curriculum is broad and varied and successfully reflects the school's diverse and inclusive community. Learning experiences successfully develop pupils' understanding and appreciation of their locality, Wales and the wider world. Teachers and leaders use a comprehensive range of information to monitor the progress of all pupils across the curriculum.

Teachers create a safe and attractive learning environment, and classrooms are calm and purposeful working spaces. They ask relevant questions to check for understanding, promote deep thinking and extend learning. Teachers provide clear learning objectives and provide suitable feedback to pupils on their learning. When given the opportunity, pupils work well in collaboration with one another and enjoy opportunities to influence the life of their school. They have less influence on what and how they learn, and in a few

lessons, teachers over direct the learning and pupils do not have sufficient opportunities to develop as independent, active learners.

School leaders and staff have a strong and shared vision for ensuring the quality of teaching and learning is effective. They focus appropriately on continuous improvement and work well as a team to make continued improvements to practice and provision. A recent focus on improving the quality of feedback and review ensures a consistent approach in all classes. The regular and meaningful opportunities that pupils receive to review their learning has a positive impact on the progress that pupils make and helps develop pupils as ambitious learners with a strong understanding of their strengths and areas for development.

Pupils with ALN are supported effectively. Leaders, teachers and support staff work closely to provide tailored support that helps pupils access learning and supports their well-being. As a result, nearly all pupils with ALN make good progress from their starting points and achieve their individual targets. Consistent strategies and well-targeted specialist support help pupils manage their emotions and behaviour successfully, while strong links with external professionals further strengthen provision. Learning support assistants make a valuable contribution through skilled and effective support for individuals and groups.

Spotlight: Removing barriers to learning and improving outcomes for pupils

The school's focus on removing barriers to learning for pupils and their families is a strength. The school provides plentiful opportunities for pupils to learn about careers and the world of work, such as working with the community to arrange a 'Jobs Fair' that provides pupils with ambitious goals for their future work roles. In addition, the school provides tailored support for families, which promotes their lifelong learning. The school's close links with the local college, for example, supports parents to access beneficial training courses, and to gain relevant qualifications. This work strengthens community links and provides parents with opportunities to increase their skills and improve their work prospects. The school successfully signposts services in the community and the highly effective individual support that parents receive ensures that their children develop high aspirations and engage well with their learning.

School leaders have high expectations for themselves and others and successfully lead improvements in important areas of the school's work, including developing the curriculum and improving assessment and feedback. Leaders focus well on addressing national priorities such as addressing the impact of poverty.

Leaders at all levels share responsibility for school improvement, which means that expertise is shared beneficially and improvements are made at a suitable pace. Staff access a range of high- quality professional learning and work collaboratively with one

another and with local schools to develop elements of their practice successfully. Governors provide appropriate levels of accountability to school leaders. They are supportive and share their expertise readily to support the work of the school.

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/carer 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.

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Publication date: 21/05/2026