



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

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

Date of inspection: September 2014

by

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

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Context

Grange Primary School is on the western outskirts of the city of Swansea, in the Swansea local authority. There are 232 pupils aged three to eleven years at the school, including 27 part-time pupils in the nursery. There are nine classes, including the nursery class. A very few pupils attend the specialist training facility for hearing impairment, based at the school. These pupils are from a wider geographical area.

Very few pupils are eligible for free school meals. A very few pupils are looked after by the local authority. Most pupils are of white British ethnicity, with a very few pupils from minority ethnic backgrounds. Very few pupils speak Welsh as a first language at home.

The school has identified around 17% of pupils as having additional learning needs. This is below the average for primary schools in Wales. Very few pupils have a statement of special educational needs.

The last inspection was in September 2008. The current headteacher took up her post in January 2014.

The individual school budget per pupil for Grange Primary School in 2013-2014 means that the budget is £3,540 per pupil. The maximum per pupil in the primary schools in Swansea is £15,824 and the minimum is £2,673. Grange Primary School is 37th out of the 80 primary schools in Swansea in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- most pupils make good progress during their time at the school;
- nearly all pupils are enthusiastic and attentive learners;
- nearly all pupils behave well at all times and are courteous both during lessons and around the school;
- the school provides a good range of interesting and stimulating learning experiences that engage all pupils' interest and enthusiasm in learning;
- across the school the quality of teaching is good;
- the school is a warm and caring community where all pupils are valued; and
- the school is an inclusive community, has a welcoming ethos and treats all pupils equally.

Prospects for improvement

The school's prospects for improvement are good because:

- the new headteacher has a clear vision for the school;
- the headteacher provides clear strategic direction and this has impacted positively on standards of teaching, learning and the welfare of pupils across the school;
- all staff have a thorough understanding of their roles and responsibilities;
- the school is successful in addressing many local and national priorities;
- the school has a wide range of partners that have a beneficial effect on pupils' wellbeing and attainment;
- there is a good range of experience and expertise among the teaching staff to deliver all aspects of the curriculum well; and
- the school gives good value for money.

Recommendations

R1 Improve attendance

R2 Provide more challenges for more able pupils

R3 Strengthen assessment of and for learning procedures

R4 Improve the process of self-evaluation and school improvement and include the views of governors, pupils and parents in this process

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils make good progress during their time in school. Across the school, nearly all pupils recall previous learning well and show good knowledge and understanding of what they have learnt.

By the end of the Foundation Phase, most pupils speak clearly and express their ideas confidently. Most pupils enjoy reading and they have a good understanding of the different texts they read. Most read aloud with fluency and expression. They use their phonic skills and other strategies well to help them work out the sound and meaning of unfamiliar words. Most pupils make good progress in developing their writing skills. They write using an increasing range of interesting vocabulary to express their ideas using simple sentences accurately. Most pupils write for a range of different purposes and many pupils produce extended pieces of writing of good quality.

In key stage 2, most pupils listen carefully to adults and to each other and contribute sensibly in lessons. They are enthusiastic and talk well about their work. By the end of key stage 2, most pupils respond to a range of texts, show a good understanding of significant ideas, themes, events and characters. They use the higher order skills of inference and deduction well to interpret texts. In addition, they use research skills effectively in different subjects, for example when looking for specific information in science with regard to the food chain.

Most pupils develop good writing skills across different genres of writing. They write at length to develop ideas or arguments effectively in a variety of curriculum subjects. Most older pupils use complex sentences appropriately to vary the structure of their writing and maintain the interest of the reader. For example, they write thought provoking opening sentences when composing diary entries. Most pupils structure their writing well, pay good attention to punctuation and use paragraphs correctly to present ideas coherently to the reader. The presentation of nearly all pupils work is of a good standard.

Pupils' numeracy skills are developing well in the Foundation Phase. Most pupils understand place value well and count forwards and backwards confidently. They have a sound understanding of odd and even numbers and explore simple numerical problems with growing confidence. By the end of the Foundation Phase, most carry out calculations accurately and have developed suitable strategies for halving, doubling and subtraction. Most Foundation Phase pupils use their numeracy skills at an appropriate level across other areas of the curriculum.

In key stage 2, many pupils achieve good standards in mathematics lessons. Many pupils understand place value and develop a range of mental techniques to solve problems. Many have a good understanding of the relationship between fractions,

decimals and percentages. By the end of key stage 2, most pupils present and interpret a range of graphs and diagrams accurately and draw sensible conclusions from this data. Many pupils have a sound understanding of calculation methods. Most pupils are developing their numeracy skills well in other areas of learning.

Pupils make good progress in Welsh as they move through the school. They demonstrate good attitudes to learning Welsh. Throughout the school, most pupils understand and respond well to a range of questions and instructions during lessons, collective worship and through the day. As they move through the school, most pupils make good use of their developing reading and writing skills. By the end of the key stage, many pupils read Welsh texts at an appropriate level and write confidently using a good range of phrases.

Pupils with additional learning needs make good progress in line with their ability.

Over the past three years, in the Foundation Phase, pupils' performance has varied considerably and does not show a continuous trend of improvement. At the expected outcome, pupils' performance has placed the school in both the bottom 25% and the top 25% of similar schools for the Foundation Phase indicator and literacy skills. Performance in numeracy skills has varied slightly less, moving the school between the bottom 25% and the higher 50%. Pupils' performance in 2014 at the expected outcome was above that in 2013 in all areas of learning.

At the higher outcome, pupils' performance has placed the school in the top 25% and the higher 50% when compared with similar schools for literacy skills and in the top 25% and the lower 50% for numeracy skills.

In key stage 2, pupils' performance at the expected level 4 in English, mathematics and science improved last year. Performance has generally placed the school between the bottom 25% and the higher 50% in all three subjects when compared with similar schools. In 2014, the school moved from the bottom 25% to the higher 50% for performance in science when compared with similar schools. The school remained in the higher 50% for performance in English, and the lower 50% for performance in mathematics when compared with similar schools.

At the higher level 5, performance in all three areas of learning has fluctuated over the last four years. Pupils' performance has placed the school in the top 25% and the lower 50% in all three subjects when compared with similar schools. In 2014, pupils' performance in English, mathematics and science improved. Performance in English moved the school from the lower 50% to the higher 50% when compared with similar schools. However, the school remained in the lower 50% for performance in mathematics and the higher 50% for performance in science when compared with similar schools.

In the Foundation Phase in 2013, girls generally, achieved better than boys at outcome 5 and outcome 6. In key stage 2, girls performed better than boys at the expected level 4, while boys performed better than girls at the higher level 5 in mathematics and science.

Overall, outcomes for pupils eligible for free school meals in both the Foundation Phase and key stage 2 compare favourably with those for pupils not eligible for free school meals.

Wellbeing: Adequate

Nearly all pupils behave well at all times and are courteous both during lessons and around the school. They show respect for each other and for staff and visitors. Nearly all pupils are enthusiastic and attentive learners.

Nearly all pupils have positive attitudes towards maintaining a healthy lifestyle. They have a clear understanding of the importance of eating a healthy diet and taking regular exercise. Most pupils feel safe and know whom to go to for support when needed. Many pupils take part in worthwhile community events. They show high levels of concern and many become active citizens within their locality, for example by collecting food for a local food bank.

Most pupils take on responsibilities willingly and the role of playground buddies for the younger pupils is developing well. The school council is an effective forum for promoting the rights of the child and for instigating changes. For example. It has initiated the use of signing by all pupils in whole school assemblies so that the pupils from the specialist training facility are fully integrated.

Pupils' attendance is adequate. The school's overall attendance rate over the last four years has fluctuated, moving from between the higher 50% and the bottom 25% when compared with similar schools. However, the most recent data indicates that the school's initiatives to improve attendance are having a positive effect. Most pupils are punctual.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a good range of interesting and stimulating learning experiences that engage all pupils' interest and enthusiasm in learning. These meet the requirements of the Foundation Phase and the National Curriculum.

Staff plan the curriculum effectively to ensure that all pupils develop their literacy and numeracy skills effectively and to build well on their prior learning. The school's curriculum is beginning to identify appropriate opportunities to extend the level of challenge for more able pupils. The intervention programmes for literacy and numeracy are beginning to impact on pupil confidence and attainment.

The effective programme of extra-curricular activities meets the needs of all pupils and caters for a good range of sporting and cultural interests. Educational visits, including a study of sea life and a residential stay in an activity centre, enhance the learning opportunities further.

Provision for the development of pupils' Welsh oracy, reading and writing skills is good. Most adults use Welsh effectively in lessons and around the school, which enhances the progress that pupils make. Staff provide good opportunities for pupils to learn about the history and culture of Wales through a variety of visits and St David's Day celebrations.

The school promotes sustainable development appropriately. The eco-committee has a positive effect on the school environment by encouraging all pupils to re-cycle and, most recently, to conserve energy. There is good provision to enable pupils to develop an understanding of the role they and others play in society and in the world. For example, pupils in key stage 2 understand that children in Ghana don't have the same access to school and to an education. They discuss the seriousness of this and compare sensibly to their own situation.

Teaching: Adequate

Across the school, the quality of teaching is generally good. Teachers have up-to-date professional knowledge and skills and apply an effective range of strategies and approaches to engage and motivate pupils well. In almost all lessons, teachers share clear learning objectives and use a variety of effective questioning techniques to extend and consolidated pupils' understanding. Teaching assistants provide good support for pupils' learning and contribute well to pupils' standards and wellbeing. Most teachers plan work to meet the needs of pupils of different abilities. However, in a very few classes, teachers do not adapt the work sufficiently to meet the needs of all pupils.

Nearly all teachers mark pupils' work regularly and written comments help pupils to see what they have done well. More recently, teachers have started to use evaluative comments that help pupils to know what they need to do to improve. Teachers are beginning to provide useful opportunities for pupils to assess their own and other pupils' learning.

Most teachers make accurate assessments of pupils' achievements. The school has recently introduced a system to track the progress of pupils efficiently. Leaders are beginning to use this information effectively to plan appropriate provision for pupils in need of additional support. Annual reports to parents are appropriate. They give details of pupils' achievements and the next steps in their learning.

Care, support and guidance: Good

The school is a warm and caring community where all pupils are valued. All staff establish good relationships with pupils and there is a strong culture of mutual respect.

The school makes appropriate arrangements for promoting healthy eating and drinking. It also promotes pupils to take regular exercise effectively. The school makes good use of information and guidance from external agencies. An example of this is the liaison with the local authority in improving attendance. The school sets out clear expectations of pupils' behaviour and staff promote these consistently.

Overall, the school promotes pupils' moral, social and culture development well through topic work and whole school assemblies. For example, to raise awareness of less fortunate people, all pupils contributed towards a local food bank as part of the school's harvest celebrations.

Provision for pupils with additional learning needs is good. The school has suitable systems to identify, track and monitor pupils with additional learning needs and to identify more able pupils. Individual educational plans are appropriate and set out suitable targets for improvement. Staff deliver well-targeted support and share information appropriately with parents. Within the hearing impairment specialist training facility, pupils receive specialist support, which has a positive impact on their access to the curriculum. Trained staff ensure that these pupils integrate successfully with mainstream classes daily. Learning support assistants implement intervention programmes well and this has a valuable impact on pupils' attainment.

A concern regarding the access to the school was brought to the attention of the governing body during the inspection. However, the school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school is a caring and supportive community. It promotes equal opportunities well and there is a strong emphasis on developing pupils' values. Nearly all pupils have a growing understanding of the diverse world in which they live through a range of curriculum activities and celebrations. Pupils and staff show a clear pride in their school and demonstrate care and respect for one another.

The school's accommodation is in good order and provides effective space for the number of pupils on roll. Inside the school, the accommodation is attractive and provides a cheerful learning environment for pupils. Stimulating displays in classrooms and corridors celebrate and aid pupils' learning. The school provides a good range of resources that match pupils' learning needs effectively.

Teachers make appropriate use of the extensive well-maintained grounds surrounding the school. All pupils in the Foundation Phase benefit from a purposeful outdoor learning environment, which develops their creative skills effectively.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The new headteacher has a clear vision for the school. She shares this vision effectively with staff, governors and pupils. In a short period of time, her clear strategic direction has impacted successfully on standards of teaching, learning and the welfare of pupils across the school. The staff and governors are working effectively with the headteacher to realise her vision. The headteacher actively supports and challenges staff and pupils to do their best, through targets successfully linked to school priorities.

The school has a new senior management team as a result of recent staff changes and many other staff members have taken on new roles and responsibilities. All staff have a thorough understanding of their roles and appropriate job descriptions. Regular school meetings focus appropriately on standards, provision and areas for development.

The school demonstrates a good commitment to addressing national priorities, such as implementing the literacy and numeracy framework. This is beginning to have a positive impact on outcomes. The school also has strategies to improve attendance, which are beginning to have a positive impact.

The governing body has an appropriate understanding of the performance of pupils, which enables it to challenge the headteacher sufficiently regarding the standards. It is developing an appropriate knowledge of the curriculum, for example through assigning link governors for different curriculum areas. The governors have a good understanding of the school's priorities for improvement and support the school in implementing change well. They are strengthening their role as a critical friend.

Improving quality: Adequate

The headteacher has recently established appropriate processes for self-evaluation. In order to make reliable judgements about standards and provision, the school uses information from lesson observations and the scrutiny of pupils' work. Data is analysed well and good consideration is made of how pupils' outcomes compare with those of other schools, both locally and nationally. However, opportunities to take account of the views of governors, pupils and parents are limited.

The self-evaluation report does not outline clearly enough the school's strengths and areas for development. However, a few areas identified for improvement are already beginning to impact on raising standards, for example restructuring the curriculum, creating opportunities for pupils to be involved in their own learning and developing greater consistency in marking.

The new improvement plan is suitable and focuses appropriately on raising standards. It includes clear actions, success criteria, and areas of responsibility, timescales, resource implication and funding. Targets are sufficiently measurable in terms of pupils' outcomes.

The school has made an appropriate progress in responding to the recommendations from the last inspection.

Partnership working: Good

The school has a wide range of partners that have a beneficial effect on pupils' wellbeing and attainment. There are positive relationships with most parents. The school maintains this partnership through regular consultation meetings, providing regular updates and through the work of the parent teacher association. Parents raise a substantial amount of funds annually and have contributed towards improving resources and equipment, for example improving the outdoor learning environment.

Close links with the community enrich pupils' learning well through participation in local events. For example, working with the Mumbles lifeboat project provided good opportunities to enhance pupils' literacy. The school has effective partnerships with external agencies. A link officer visits the school regularly to conduct sessions on issues including staying safe, cyber bullying, and dangers associated with drugs.

Effective arrangements are in place to support pupils as they move through the school. For example, all pupils benefit from well-planned activities during weekly enrichment groups. This impacts positively on their wellbeing. Good relationships between a private on site nursery impact positively on pupils and prepare them to settle in quickly when they start school.

There are good joint arrangements with the partner secondary school and other schools in the cluster to moderate and standardise pupils' work. A well-established transition plan for Year 6 pupils provides a number of opportunities for links with the local secondary school and ensures that pupils are ready to transfer to the next stage.

Resource management: Good

There is a good range of experience and expertise among the teaching staff to deliver all aspects of the curriculum well. The school deploys teaching assistants effectively, and they have a positive impact on the attainment of pupils in all classes. The school makes suitable arrangements for teachers' planning, preparation and assessment time.

The school provides well-considered training programmes for staff to assist in addressing whole-school and national priorities. There are effective performance management processes in place.

The recent network of professional practice with other schools within the local authority to develop the use of electronic equipment has impacted positively on digital learning in the school.

The headteacher and the governing body manage the budget effectively. The school uses funds well to improve resources and outcomes for all pupils. Effective use is made of the pupil deprivation grant to develop the skills of staff to deliver specific intervention programmes. This meets the needs of the pupils successfully. Expenditure now links well to the school's targets and improvement plans.

Due to the successful outcomes achieved by pupils and the quality of provision overall, the school gives good value for money.

Appendix 1: Commentary on performance data

6702027 - GRANGE PRIMARY SCHOOL

Number of pupils on roll	244
Pupils eligible for free school meals (FSM) - 3 year average	8.5
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	21	33	29
Achieving the Foundation Phase indicator (FPI) (%)	95.2	78.8	93.1
Benchmark quartile	1	4	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	21	33	29
Achieving outcome 5+ (%)	95.2	84.8	93.1
Benchmark quartile	1	4	2
Achieving outcome 6+ (%)	42.9	33.3	41.4
Benchmark quartile	1	2	2
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	21	33	29
Achieving outcome 5+ (%)	95.2	81.8	93.1
Benchmark quartile	2	4	3
Achieving outcome 6+ (%)	33.3	30.3	41.4
Benchmark quartile	1	3	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	21	33	29
Achieving outcome 5+ (%)	95.2	97.0	100.0
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	66.7	30.3	65.5
Benchmark quartile	1	4	2

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

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6702027 - GRANGE PRIMARY SCHOOL

Number of pupils on roll	244
Pupils eligible for free school meals (FSM) - 3 year average	8.5
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	29	25	28	30
Achieving the core subject indicator (CSI) (%)	86.2	76.0	89.3	93.3
Benchmark quartile	2	4	3	2
English				
Number of pupils in cohort	29	25	28	30
Achieving level 4+ (%)	86.2	92.0	96.4	96.7
Benchmark quartile	3	2	2	2
Achieving level 5+ (%)	41.4	52.0	32.1	43.3
Benchmark quartile	2	1	3	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	29	25	28	30
Achieving level 4+ (%)	89.7	76.0	89.3	93.3
Benchmark quartile	2	4	3	3
Achieving level 5+ (%)	44.8	36.0	35.7	40.0
Benchmark quartile	1	2	3	3
Science				
Number of pupils in cohort	29	25	28	30
Achieving level 4+ (%)	89.7	92.0	89.3	96.7
Benchmark quartile	3	3	4	2
Achieving level 5+ (%)	48.3	48.0	42.9	43.3
Benchmark quartile	1	2	2	2

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

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The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	110	104 95% 98%	6 5% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	105	76 72% 92%	29 28% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	110	107 97% 96%	3 3% 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
The school teaches me how to keep healthy	110	98 89% 97%	12 11% 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	108	101 94% 96%	7 6% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	105	92 88% 96%	13 12% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	110	109 99% 99%	1 1% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddyysgu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	112	111 99% 98%	1 1% 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	103	75 73% 91%	28 27% 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	111	101 91% 95%	10 9% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	108	81 75% 77%	27 25% 23%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	104	78 75% 84%	26 25% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

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Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	32	14 44%	12 38%	3 9%	2 6%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	32	22 69%	10 31%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	32	21 66%	8 25%	1 3%	0 0%	2	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	30	10 33%	17 57%	1 3%	1 3%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	32	14 44%	14 44%	0 0%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	32	14 44%	14 44%	0 0%	1 3%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	32	16 50%	13 41%	0 0%	0 0%	3	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	32	8 25%	9 28%	7 22%	2 6%	6	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	2%		
Staff treat all children fairly and with respect.	32	17 53%	9 28%	3 9%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	31	14 45%	12 39%	3 10%	1 3%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	32	19 59%	12 38%	1 3%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	32	8 25%	6 19%	2 6%	2 6%	14	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	32	4 12%	16 50%	8 25%	2 6%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

A report on Grange Primary School
September 2014

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	32	13 41%	8 25%	4 12%	5 16%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	32	9 28%	13 41%	3 9%	1 3%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	32	13 41%	17 53%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	31	7 23%	2 6%	2 6%	0 0%	20	Mae fy mhlentyn wedi'i barato'i'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	32	7 22%	14 44%	5 16%	5 16%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	32	10 31%	15 47%	2 6%	4 12%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Eleri Anwen Hurley	Reporting Inspector
Aileen Patricia Brindley	Team Inspector
Kenneth Elwyn Dackevych	Lay Inspector
Anne Webster-Blythe	Peer Inspector
Sue Kite	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.