



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru  
His 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: March 2023**

**by**

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

## About Grange Primary School

Name of provider	Grange Primary School
Local authority	City and County of Swansea
Language of the provider	English
Type of school	Primary
Religious character	None
Number of pupils on roll	132
Pupils of statutory school age	103
Number in nursery classes	18
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 23.0%)	8.7%
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 16.1%)	35.0%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	7.8%
Date of headteacher appointment	20/03/2017
Date of previous Estyn inspection (if applicable)	15/09/2014
Start date of inspection	20/03/2023

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](http://mylocalschool.gov.wales)

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

## Overview

Grange Primary School is a happy, inclusive school that places a high priority on the well-being of its pupils. The school is at the heart of the community it serves and the governing body and leadership team, along with all staff and stakeholders, work together to effectively focus on the needs of the pupils and their families.

Pupils feel safe in school and know whom to ask for help should they need it. They show high levels of interest in their lessons and enjoy the many authentic activities they participate in, such as designing ice cream sundaes for a local café to sell and sharing in part of the profits to fund a range of further enterprise events.

Staff promote a high level of support and care for pupils in all aspects of school life. The positive relationships between pupils and staff encourage all pupils to show a responsible attitude in lessons and demonstrate excellent behaviour around the school.

Teaching helps pupils to make good progress in literacy and mathematics. As they move through the school, most pupils develop their reading skills effectively and by Year 6 read fluently with good understanding. Many staff use questioning well to develop pupils' understanding of concepts. However, the quality of feedback from teachers and the challenge provided by some activities does not always help pupils to improve and refine their work in independent tasks.

Senior leaders set a clear vision for the school to help create a caring and supportive environment that encourages all pupils to give of their best. Leaders and staff are making good progress towards implementing a curriculum that is real and reflects the needs of the community. They have invested well to make beneficial changes to the inside environments. Governors provide knowledgeable and committed support for the school and question leaders effectively. However, leaders do not always focus sharply enough on ensuring that self-evaluation activities identify all the priorities for improvement that will impact on pupils' learning.

## Recommendations

- R1 Sharpen self-evaluation processes to ensure that monitoring activities consistently identify the most important areas for improvement
- R2 Ensure that all teachers provide sufficient and timely feedback to extend pupils' learning
- R3 Ensure that the level of challenge is consistently well matched to pupils' ability in all classes

## **What happens next**

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

## Main evaluation

### Learning

Most pupils join the school with skills at or above those expected for their age, especially in communication. Over time, most pupils make good progress in literacy and mathematics. Pupils with additional learning needs (ALN), including those in the specialist teaching facility, make sound progress towards their individual targets.

Most pupils make good progress in developing their skills in speaking and listening. The youngest pupils express themselves clearly and are eager to explain to visitors what they are doing. Across the school, most pupils develop an effective vocabulary for a range of situations and contexts. For example, pupils in Year 2 describe the differences between sedimentary, metamorphic and igneous rocks and give the reasons for why they have classified rock samples into these groups. Older pupils express themselves clearly and articulately to make presentations, for example when making a film to explain to others how to create Aboriginal art.

As they move through the school, most pupils develop their reading skills effectively and by Year 6 they read fluently with good understanding. Most younger pupils develop a range of appropriate strategies to decode new and unfamiliar words. A few pupils read mechanically, but do not understand the text they have read well enough. By Year 6, most pupils have a good understanding of the texts they read. They discuss and identify the key points, for example when comparing information texts about the benefits of learning Welsh. Many pupils use dictionaries or thesauruses successfully to find the meaning of words they don't know.

Most pupils develop their writing skills well. They write for a range of purposes across the school. In the nursery class they begin to mark make appropriately and develop suitable pencil control. By Year 3, most pupils have developed their writing skills well and a few exceptionally well. For example, they write a persuasive letter to a local company to ask for help with an enterprise project to raise money for people affected by earthquakes. From Years 4 to 6, pupils write for a wide range of purposes following the conventions of each genre, for example writing a persuasive text for and against the reasons to learn Welsh. However, they do not always pay attention to the rules of punctuation that they have learned and do not apply these to their extended writing. Their spelling is generally plausible, but they do not always spell common words correctly.

Across the school, nearly all pupils have an appropriate understanding of Welsh vocabulary and phrases. Younger pupils use a variety of Welsh words when greeting each other or when responding to specific instructions given by the staff. Around half of these pupils can extend words into simple sentences, for example when explaining how they feel. As pupils move through the school, their understanding of simple Welsh phrases develops well. Older pupils extend Welsh phrases to give simple explanations, for example when identifying their favourite sport and giving reasons for their preference.

Overall, pupils develop their mathematical skills well. In nursery, most pupils create repeating patterns using two different objects. A few count the spots on a ladybird

and identify the corresponding correct integer when playing a game. In reception, most pupils are confident when subtracting numbers from 10. They use a range of practical items to consolidate their learning and explain their thinking clearly. As pupils move through the school, they develop an appropriate range of mathematical skills for their age and ability. For example, many pupils in Years 2 and 3 use a tally chart accurately to record how many different types of buildings are destroyed by a tsunami that they create in the outdoor area. Pupils in Year 4 estimate and measure the perimeter of the playground and convert centimetres to metres and metres to kilometres. When pupils have the opportunity, they apply their mathematical skills well in a range of real-life contexts.

Many pupils develop their digital skills well. They use a range of software confidently. For example, they use an app to animate the story of Medusa, which they share with visitors to the school. Most use ICT to communicate information well, for example making movies and presentations to share with their class. However, pupils' abilities to use coding, spreadsheets and databases are underdeveloped.

Overall, pupils develop their creative skills appropriately. When considering how people live in Brazil, pupils in reception and Year 1 take part in a workshop where they play maracas in time to the music and experiment with, and learn, some simple Samba steps.

Most pupils develop their physical skills well across the school. In nursery pupils develop their fine motor skills well through a wide range of appropriate activities, for example threading circles of cereal onto pipe cleaners or using a pincer grip to pick up lentils when making a collage. In Year 5, they enjoy participating in jujitsu sessions to build their core strength and stamina.

### **Well-being and attitudes to learning**

Nearly all pupils' behaviour is exemplary in class and when they move around the school. They understand and respond positively to the school's procedures to encourage good behaviour. They have warm and respectful relationships with adults in the school that creates a settled and happy learning environment. They trust their teachers and nearly all pupils feel that staff look after them well. They are polite and welcoming, and treat each other, staff and visitors with respect and courtesy.

Most pupils develop a sound awareness of those less fortunate than themselves and are proactive in responding to national fundraising events or local school initiatives. For example, they responded to recent events in Turkey by organising a fund-raising café.

Nearly all pupils feel that their views about improving the school are valued. Many of their activities contribute to worthwhile improvements to the school, for example the 'Our Choice, Our Voice' group presented to the Mumbles Community Council, which resulted in a new surface for the school yard. All pupils in Year 2 to Year 6, including the pupils from the specialist teaching facility, take on leadership roles in the 'core purposes groups'. Pupils participate in a range of activities and events that strengthen the relationship between the school and the community. For example, Year 6 pupils are involved in 'The Secret Swansea' project that links with local restaurants to give out food to the homeless.

Nearly all pupils are enthusiastic about their learning and proud of their work and their school, and they display a very positive attitude towards school life. Most are confident when engaging with their learning. Younger pupils take part in staff-led activities enthusiastically. They are especially keen to explore learning in the outdoor environment. Pupils develop positive learning attitudes and acquire new skills, such as resilience and perseverance, successfully. As a result, they engage well in lessons and stay on tasks for extended periods of time.

Pupils of all ages attend a wide range of lunchtime and after-school clubs, such as the British Sign Language signing choir, multi-sports club and a trading card club. These allow pupils to develop a wide range of physical and social skills and support their well-being very effectively.

### **Teaching and learning experiences**

Teachers and leaders have worked effectively to create a curriculum in line with the requirements of the Curriculum for Wales that meets pupils' needs successfully. Leaders have a clear vision for the curriculum that they communicate well to staff. Adults choose the topics that each class covers, but teachers also ensure appropriate opportunities to include the ideas of pupils and parents in their planning.

The curriculum includes a broad range of fun and real-life experiences, such as enterprise projects that raise funds to help others and consider issues of sustainability and global citizenship. These successfully provide pupils with a good understanding of their immediate community and the wider world and engage them in their learning. In addition, there are trips and visits, for example to Kidwelly Castle and a residential trip to Cardiff. These visits enhance the curriculum well and develop pupils' sense of belonging to modern Wales.

Visitors to the school and beneficial partnerships with local businesses develop pupils' understanding of the world of work effectively and help them to develop entrepreneurial skills. For example, pupils design ice cream sundaes for a local café to sell and share in part of the profits to fund a range of further enterprise events.

Teachers and other adults promote the development of pupils' oracy skills well in English. They model language patterns well and develop pupils' vocabulary, using new and unusual words linked to the topic. Leaders identified that pupils' skills and confidence in using Welsh diminished following the pandemic and have introduced a structured programme to improve pupils' skills and help them to regain confidence in using Welsh. This is beginning to have a positive impact on pupils' progress. Leaders have introduced new resources for mathematics that have begun to improve the outcomes for pupils. However, overall, there are too few opportunities for pupils to apply their mathematical skills in meaningful and authentic contexts.

Across the school there are warm, supportive professional relationships between adults and the pupils. Staff know their pupils and their well-being needs well. Lessons generally proceed at a good pace to make the most of the available time and maintain pupils' engagement and concentration.

Many staff use questioning and feedback well to develop pupils' understanding of concepts during English and mathematics lessons. When pupils are engaged in more independent work, such as when they complete 'missions', teachers do not always

provide high quality or timely feedback to ensure that pupils' learning is extended and that they achieve as well as they could. For example, they do not ensure that pupils apply their knowledge of punctuation to new genres. In a few classes, where feedback is most effective, teachers and support staff use immediate feedback very successfully to challenge pupils to continuously improve and refine their work.

In around half of the classes, the level of challenge is consistently well matched to pupils' ability, and pupils thrive and make very good progress in their learning. In these cases, when pupils complete work, the teacher extends their learning purposefully with new challenges or uses support and questioning very effectively to help pupils who need to consolidate learning. Where teaching is not as consistently effective, teachers do not always challenge pupils at an appropriate level.

The school is developing its outdoor space for younger pupils well to ensure that they have purposeful opportunities to use the outdoors for learning. For example, it makes good use of the space for pupils to develop their physical skills, such as climbing and balancing. Despite the school having extensive and attractive school grounds, teachers plan less well for older pupils to use outdoor spaces to enhance the curriculum.

### **Care, support and guidance**

The quality of care, support and guidance for pupils is a strength of the school. The staff know the pupils, their backgrounds and the local community well and work effectively to support their emotional well-being. The positive relationship between staff, pupils, parents and carers helps to foster a caring community where there is a clear emphasis on respect for all. This caring, nurturing ethos encourages pupils to engage well with their learning and school life. Staff ensure that all the school's activities are accessible to all pupils as they try to reduce the effects of poverty on pupils' education, for example by subsidising the cost of residential trips for families.

An extensive programme of visits and visitors to the school enhance the curriculum effectively and ensure that pupils develop very secure links with the wider community. These visits develop pupils' understanding of the world of work and provide them with real-life contexts within which they are able to develop their entrepreneurial skills. For example, pupils develop an understanding of marketing when they write persuasive letters to a local business containing designs of hot chocolate recipes for them to sell.

All staff understand their roles and responsibilities in contributing robustly to pupils' safety and well-being and ensure that these are prominent elements of school life. Leaders embed a culture of purposeful safeguarding processes among all staff and these practices are an integral part of their daily responsibilities. As a result, the school's arrangements for safeguarding pupils meet requirements and are not a cause for concern. The school has robust procedures for monitoring and tracking attendance, which have a positive effect on the attendance of pupils across the school.

The school has developed clear systems to identify the most effective support for pupils with ALN and overall provision for pupils with ALN is robust. The additional learning needs co-ordinator (ALNCo) provides strong support for staff through

comprehensive advice and guidance. Highly skilled teaching assistants engage pupils in their learning effectively, motivating them to develop their confidence and resilience. The ALNCo ensures that identification, tracking and support are appropriate. Individual development plans and one-page profiles include suitable targets, although these are not always shared effectively with all staff.

The school has a specialist teaching facility for pupils with a hearing impairment and all pupils integrate successfully into mainstream classes for part of the day. As part of the school's inclusive practice, all pupils learn British Sign Language as they move throughout the school. There is strong culture of inclusion, and this is a strength of the school.

All pupils have the opportunity daily to reflect on their own and others' beliefs, which develops their spiritual development well. The school ensures that pupils learn about other faiths through exploring religious art and music. Teachers also explore some elements of Black History, for example when pupils learn about Rosa Parks. The Welsh culture is integrated throughout the curriculum and pupils develop a secure understanding of their cultural heritage, for example through 'Cynefin' displays and residential visits to local areas such as Cardiff or Brecon. Pupils study significant local historical events, such as the Mumbles Lighthouse Disaster.

## **Leadership and management**

The relationship between the school, parents and carers is a strength. Leaders place a strong focus on the fact that this is a school in the heart of its community, where local businesses enhance the curriculum effectively. Parents have valuable opportunities to attend workshops that help them to understand how they can support their children's learning. For example, the school arranged a relationships and sexuality education (RSE) open evening to enable the school to obtain their views and opinions when planning this area of the curriculum.

Senior leaders have worked with staff and parents to create a clear shared vision for the school. There is a strong ethos of inclusivity that places pupils' well-being at the heart of the school's work. As a result, pupils feel valued and cared for well.

Leaders have identified broad and appropriate priorities for improvement. These include improving the quality of teaching and pupils' mathematics skills. They have supported this effectively through providing suitable professional learning for all staff, securing robust performance management arrangements and by allocating appropriate resources. As a result, the quality and consistency of teaching in many cases have improved recently to support most pupils to make good progress.

Self-evaluation processes are appropriate and suitably inform leaders of the school's strengths and areas for improvement. Leaders use a wide range of information appropriately including data from pupil assessments, carrying out learning walks and scrutinising pupils' standards within their books. However, self-evaluation processes are not always sharp enough, for instance in identifying shortcomings in the quality of teaching and learning in a few cases.

Leaders link improvement priorities to national, regional and local priorities. The school engages with families in meaningful ways that reduce the impact of poverty

and improves their well-being. For example, the 'Café Connect' encouraged parents to engage in well-being discussions with pupils in a relaxed and supportive environment. Since the pandemic, leaders have worked with staff to ensure that Welsh language skills are developing purposefully and that there are opportunities for pupils to understand the Welsh culture and heritage.

Senior leaders are providing worthwhile opportunities for staff to develop their leadership skills successfully. For example, recently two teachers have taken on literacy and numeracy lead roles and teaching assistants have had valuable opportunities to improve their skills through higher level courses. This has had a positive impact on driving the school's priorities forward.

Performance management procedures link appropriately with identified actions for improvement. Staff use their performance management objectives to identify suitable activities to support their personal development as well as school improvement activity. Arrangements to promote professional development link directly with the school's priorities for improvement, for example by preparing curriculum leads for the Curriculum for Wales and by working with cluster schools and other local schools to enhance the curriculum provision.

Members of the governing body have a wide skill set and experience that leaders within the school utilise effectively. They have a comprehensive understanding of the school's strengths and areas for improvement. They visit the school regularly, taking part in a variety of activities including learning walks, book looks, school assemblies, meetings with all staff and parents' events. They feed back their findings to the rest of the governors during meetings and hold the school to account on a variety of areas, such as the standard of English in pupils' books. They have suitable arrangements in place to promote healthy eating and drinking in school, for example by introducing the 'rainbow lunchbox' system and participating in a stakeholder working group focusing on healthy snacks.

Senior leaders and governors manage the school's finances well, ensuring that spending on the pupils is prioritised. The school uses grant funding effectively to ensure beneficial support for pupils. For example, leaders use the pupil development grant well to provide a range of intervention strategies to support pupils to improve their well-being and their literacy and numeracy skills. School leaders establish and maintain a strong safeguarding culture at the school.

## 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

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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