



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Grangetown Primary
Bromsgrove Street
Grangetown
Cardiff
CF11 7XS**

Date of inspection: January 2019

by

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

About Grangetown Primary

The school serves the Grangetown area of Cardiff. There are 376 pupils on roll aged 4 to 11 years. Pupils are organised into 14 classes, two for each year group from reception to Year 6. The headteacher took up her post in 2016. The school was last inspected in June 2012.

Pupils represent 35 different ethnic groups, the largest group being of Asian heritage. Most pupils speak English as an additional language. Between them, pupils speak 29 different languages, in addition to English. No pupils speak Welsh at home.

The three year average for pupils eligible for free school meals is around 26%. This figure is well above the Welsh average of 18%. There is a notably high level of pupil mobility. The school has identified approximately 30% of pupils as having special educational needs, which is well above the Welsh average.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

This is a school that knows its pupils well. Adults care about their pupils, and nurture them to develop into confident, ethical citizens. Lessons are engaging and most pupils enjoy their learning. As a result, most pupils work hard and behave well. Many pupils speak languages other than English at home, but most make rapid progress in learning English and quickly catch up with their peers.

Recently the school has experienced a period of staffing turbulence. However, the current headteacher has quickly established a clear vision and team ethos among the staff. All staff and leaders focus on providing a good quality of classroom provision and, as a result, nearly all pupils achieve well.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Ensure that the challenge and pace of learning are effective in meeting all pupils' needs
- R2 Improve pupils' standards of Welsh, in lessons and around the school
- R3 Improve attendance
- R4 Sharpen monitoring to focus explicitly on improvements to pupils' outcomes

What happens next

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

Main findings

Standards: Good

Many pupils enter the school with lower levels of skills than expected. Most pupils make good progress during their time at the school and many leave with standards at least in line with those expected for their age.

In oracy, most pupils across the school develop their skills well. Many communicate clearly and confidently, for example when contributing to class discussions. For instance, pupils in Year 6 give well-reasoned opinions about every child's right to have their own identity, such as a name and a passport. However a few pupils find it difficult to listen attentively, or to wait for their turn to speak. Pupils who are new to learning English develop their speaking skills rapidly. In addition to learning new words, they quickly grasp basic English grammar and construct simple sentences to communicate confidently with their peers and the adults in school.

Most pupils read accurately. In the foundation phase, most recognise familiar, simple words. Many make good use of their knowledge of the sounds that letters make to work out unfamiliar words. Across key stage 2, many develop their reading skills appropriately. For instance, pupils in Year 5 skim and scan non-fiction texts on a tablet computer to find out information, to support their research about the Victorians. By Year 6, a majority of pupils can infer and deduce information from a text. However, although many pupils read accurately, only a minority develop a love of literature, for instance an enjoyment of age-appropriate novels.

Most pupils in the reception class can hear and identify the initial and final sounds in words. More able pupils make plausible attempts to spell simple words phonetically, forming their letters correctly. Across the school, most pupils develop their spelling, punctuation and grammar appropriately. Pupils in Year 2 write effectively, for example to persuade the reader that eating too many sweets can be detrimental to their health. Across key stage 2, many pupils write non-fiction texts effectively, for instance when considering whether Cardiff Bay or Wick is more entertaining to children. However, older pupils do not often write at length, especially in fiction genres. Across the school, only a minority of pupils write with a neat, joined up script, and take pride in the presentation of their work.

Pupils make good progress in mathematics. In the foundation phase, many pupils calculate efficiently using numbers to one hundred. Pupils in Year 2 use their knowledge of number and fractions to tell the time using analogue clocks. Most develop a good understanding of place value. In key stage 2, pupils build on their knowledge, for instance to subtract decimal numbers accurately. They reason well to solve problems systematically. More able pupils in Year 6 use and apply their mathematical skills correctly to calculate the area of flooring from the floor plan of a restaurant. Most pupils make good use of their numeracy skills in other areas of the curriculum, for example when they convert rupees to pounds as part of a geography project about India.

Most pupils use information and communication technology (ICT) confidently. In the foundation phase, pupils use tablet computers independently to take photographs

and videos. They use applications purposefully to practise their skills in other subjects, such as spelling and letter formation. Across key stage 2, most pupils develop their skills in using multi-media programmes effectively, for instance to create animations, or to use a green screen to create a news report. Older pupils are beginning to create simple graphs, databases and spreadsheets, for instance to handle information.

Nearly all pupils are enthusiastic about learning Welsh, often as a third or fourth language. As they progress through the school, most pupils are beginning to develop good Welsh language skills. In the foundation phase, most pupils respond well to instructions and questions about the weather and themselves. Many key stage 2 pupils talk about themselves and their interests, using a wider range of vocabulary and simple language patterns. A few more able pupils use the past tense appropriately. However, very few pupils are able to recall and use Welsh words and phrases learnt in lessons, for instance in informal situations. As a result, they lack the confidence to use their Welsh oracy skills around school.

Over time girls have tended to perform better than boys, but the gap has narrowed more recently so that there is negligible difference in their current performance. Pupils with special educational needs make appropriate progress from their individual starting points. The progress of pupils who are eligible for free school meals has improved recently, and these pupils now achieve as well as their peers.

Wellbeing and attitudes to learning: Good

Across the school, pupils develop well as ethical, informed citizens. Most have a strong awareness of equality, tolerance and respect for others. For instance, pupils in Year 6 are acutely aware of the plight of disadvantaged children across the world, and contribute thoughtful and compassionate ideas to improve the situation. During collective worship, pupils are respectful to each other, and reflect well, for instance upon the concept of equality.

Most pupils feel safe and happy in school, and know who to talk to if they have a concern. Nearly all pupils engage confidently with visitors and their peers. They are keen to share and discuss their work. Most pupils understand how to eat well to stay healthy, and know how to stay safe online.

Pupils behave very well around the school and in class. Nearly all pupils are polite and well-mannered. Most treat each other and adults with respect. Throughout the school, most pupils are enthusiastic about their learning, and enjoy the topics they study. Nearly all pupils are ready to learn at the start of lessons. For example, older pupils settle very quickly into the early morning reading routine. Most pupils in the foundation phase move quickly and sensibly between activities, both indoors and outdoors.

Many pupils, including those with additional learning needs, readily accept responsibilities that help with the smooth running of the school. For example, pupils in Year 5 enjoy their role as 'Reading Buddies', to support younger readers. All pupils from Year 2 onwards participate in 'Llais Pawb', where pupils contribute their opinions to agree the focus for these weekly sessions. Pupils in the foundation phase suggest ideas for their weekly challenge cards, for instance creating imaginative activities for their peers.

Throughout the school, many pupils use different strategies to overcome difficulties in their work. For example, pupils in Year 3 work well together to find different written methods to solve mathematical problems. Pupils across the school make good use of the 5Bs (brain, book, board, buddy, boss) to help them persevere.

In many classes, pupils develop well as confident, independent learners, who are beginning to make decisions about their own learning. For instance, in Year 5, pupils select a topic that interests them related to the Victorians, as the focus of their independent study. Most pupils are able to work in small groups and on their own, with sustained concentration to complete tasks. However, a few pupils lose concentration and become easily distracted, particularly when the task does not challenge them well enough.

Pupils' attendance has improved a little recently, although a few pupils still do not attend school regularly enough. Most pupils are punctual and arrive at school on time in the mornings.

Teaching and learning experiences: Good

The curriculum stimulates and engages most learners well, and provides a broad range of good quality learning experiences. Teachers are beginning to consult pupils appropriately about how and what they want to learn.

Purposeful enhancement weeks provide worthwhile opportunities for pupils to apply their skills in creative contexts. For instance, as part of a project with the Wales Millennium Centre, key stage 2 pupils apply their oracy skills effectively as radio presenters, before broadcasting a radio show. Teachers across the school plan visits and trips to link with the curriculum. These enhance pupils' learning well. For example, teachers make good use of the local area with visits to Grange Gardens, Cardiff Bay and the Brecon Beacons. As a result, most pupils have a growing understanding of the culture and heritage of their locality, and wider Wales.

Teachers' planning for literacy and numeracy is very detailed and thorough. In numeracy, careful planning enables pupils to apply their skills purposefully in different subject areas, particularly geography and science. Teachers plan beneficial opportunities for pupils to apply their literacy skills progressively, both in English lessons and in their work across the curriculum. In topic work in particular, however, teachers rely too heavily on using worksheets. This constrains the opportunities for pupils to develop their writing skills freely, imaginatively and at length.

In foundation phase classes, teachers plan a good mix of adult-directed tasks and activities that pupils choose for themselves. Younger pupils all have regular and purposeful access to activities in the outdoor areas near their classrooms. Adults in these areas extend pupils' oracy skills particularly well, for instance by promoting role play discussion when washing clothes in Betti Bwt's washtub.

Leaders have invested resources which have improved the provision for ICT. As a result, nearly all pupils have opportunities to use ICT regularly. Teachers' detailed planning develops pupils' ICT skills progressively and systematically. There are many opportunities for pupils to develop their multi-media and communication skills through a range of programmes and applications. This benefits pupils' oracy skills particularly well. However, currently, there are fewer opportunities for pupils to develop their understanding of data handling and spreadsheets.

Teachers have a systematic approach to developing pupils' Welsh skills across the school. For instance, every class timetables a daily ten minute session that enables pupils to practise speaking Welsh regularly in class. However, teachers do not currently promote enough opportunities to encourage pupils to speak Welsh outside the classroom.

In many classes across the school, learning proceeds at a good pace. Teachers have high expectations of the quality of work that their pupils produce. In these classes, teachers match the tasks well to pupils' abilities, ensuring that they are challenged at just the right level. However on a few occasions, the level of challenge does not engage all pupils actively enough. For instance, the task is occasionally too easy for more able pupils, or too difficult for less able pupils. Where this happens, not all pupils make the progress they could. In the few instances when the teacher talks for too long, pupils become fidgety and do not listen or behave well.

In many classrooms, the quality of dialogue is a strong feature. Many teachers and teaching assistants ask skilful questions which probe pupils' understanding, and encourage them to think deeply. They target their questions at individuals, because they know their pupils well. For instance, in the foundation phase, adults support pupils to extend their spoken sentences when explaining how they make rotis. Most teachers carefully model language patterns for pupils, for example by using technical terms or specialist vocabulary, which pupils learn quickly. Teachers provide plentiful opportunities for pupils to rehearse their thinking orally with a talk partner, before starting to write. This helps pupils to organise their thoughts, plan their sentences and consequently write successfully.

Recently, teachers have reviewed the process for providing pupils with feedback to improve their work. The new, efficient systems make better use of teachers' time in providing a rapid, visual overview of what pupils have done well and where they could make improvements.

Care, support and guidance: Good

The school is a caring community. Adults know their pupils well, and nurture them to become confident, ethical citizens.

Leaders work hard to engage parents in the life of the school. For example, there are regular courses for parents to develop their skills in ICT or learning English. In addition, Family Fridays provide opportunities for parents to support their children. The school website provides useful information, such as copies of monthly school newsletters, and the school uses a social media feed to inform parents about the activities happening in school.

There is valuable provision to support pupils with special educational needs. The school works closely with a range of external agencies to support vulnerable pupils and their families effectively. For instance, leaders work in close partnership with a counselling service that supports pupils with emotional and social needs. Well-trained and effective support staff deliver a range of worthwhile interventions that support pupils identified as vulnerable to underachievement, particularly those new to learning English.

Teachers work closely with individual pupils with special educational needs, to devise helpful targets to support these pupils to improve. Together with support staff, they monitor pupils' progress towards their targets well. The school works closely with parents to keep them informed about these pupils' progress.

Recently, the school has strengthened its systems to track pupils' progress. The tracking now supports teachers and leaders to identify whenever pupils are at risk of falling behind. There is worthwhile tracking of specific interventions, for example to support pupils' language skills. However, currently the system does not enable leaders to develop a sharp and efficient overview of where groups of pupils have made rapid progress over time, or where the provision has been less effective.

The school makes strong efforts to improve attendance and reduce unauthorised absences. Senior leaders meet with parents to highlight the importance of regular attendance, and use a range of rewards to encourage pupils to attend school. Newly developed strategies such as a dads' club, and positive links with local community and faith leaders, are beginning to improve individual learners' attendance.

There are worthwhile opportunities for pupils to develop their creative skills and take part in performances. For example, pupils enjoy listening to the Royal Welsh College of Music and Drama's string quartet, and all pupils in Year 5 learn to play the ukulele. There are beneficial annual creative arts weeks. All pupils present creative work regularly to their parents, for instance through showcase events, such as the 'living museum'.

The school provides worthwhile opportunities for pupils to learn about healthy eating and exercise through the curriculum. There are appropriate arrangements to promote healthy eating and drinking. However there are very few opportunities for pupils to participate in sports or fitness, as after school activities.

The school's broad curriculum supports pupils' spiritual, moral, social and cultural development well. For example, through learning about Martin Luther King, pupils in Year 6 have good opportunities to learn about freedom, justice and human rights. There are developing opportunities for pupils to learn to take responsibility and make decisions, through a range of pupil groups around school.

There is valuable provision for personal, social and health education, which helps pupils to understand the impact of lifestyle choices on their physical and mental wellbeing. The recent personal development and relationships scheme (PDR), devised through consultation with parents and members of the local community, provides older pupils with worthwhile opportunities to ask questions and understand the challenges of growing up, within a safe, nurturing environment.

The school's arrangements to safeguard pupils meet requirements and give no cause for concern.

Leadership and management: Good

The headteacher provides effective leadership and a clear vision for the school, following a period of leadership turbulence. Leaders share and celebrate this vision very well. For instance, they recently organised a Victorian street party to communicate the school's refreshed aims and ambitions to the community.

Senior leaders set high expectations for themselves and all staff and pupils. They model and promote professional values and behaviours well. These contribute positively to school improvement and worthwhile collaboration between staff. Senior leaders deploy staff well to develop an effective, engaged team of teachers and support staff. For example, teachers are organised into carefully planned professional learning trios, to share their experience and learn from each other. A nominated coach supports each trio to develop their professional expertise and classroom practice. This initiative has improved the quality of teaching across the school and is beginning to raise pupils' standards.

Leaders ensure that all teachers have opportunities for effective professional development. This work has had a positive impact on improving teaching and classroom provision. For instance, leaders provide teachers with regular dedicated time to read and discuss national reform documents and international research to inform their professional practice. Leaders have established effective performance management arrangements for all staff.

The school is beginning to address national priorities suitably. For example, senior leaders have focused on introducing the principles of curriculum reform into all classrooms. In addition, leaders and teachers use the new professional standards appropriately to improve their performance and practice.

The headteacher sustains a relentless focus on school improvement. She plans purposefully to address areas for improvement identified through effective self-evaluation processes that provide an honest and accurate picture of the school. Leaders collate wide-ranging information about progress in addressing improvement priorities. However, on occasions, leaders focus on describing the progress made in addressing improvements, at the expense of evaluating the impact of their actions on improving pupils' outcomes. As a result, leaders are not always able to identify which improvement actions are the most effective, and why. For example, the recording and analysis of attendance is not sharp enough to enable leaders to pinpoint which strategy is the most effective in improving pupils' attendance.

Governors know and support their school well. They are very involved in the life of the school and participate in regular link governor visits. These provide governors with helpful first-hand knowledge of the school. However, governors do not always monitor and challenge the progress of key improvement priorities carefully enough.

The school makes good use of the ageing Victorian building and site to provide purposeful learning spaces which meet pupils' needs. Leaders use grant funding well to support specific groups of pupils. For example, they monitor the improved provision as a result of pupil development grant spending. Governors monitor the school's finances efficiently and enable leaders to deploy resources effectively, within the constraints of the budget.

Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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