



*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**

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

**Date of inspection: June 2012**

**by**

**Dr David Gareth Evans**

**for**

**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:

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

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

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## Context

Grangetown Primary School, which serves the Grangetown area of Cardiff, caters for pupils aged 4 to 11-years-old. At present there are 409 pupils on roll and numbers have increased since the last inspection. The school is organised into 14 classes, two for each year group from Reception to Year 6. There are 16.6 full-time teachers, six ethnic minority traveller achievement service support staff and 13.5 teaching assistants.

The catchment area is considered to be economically disadvantaged. Baseline indicators show that attainment on entry to the school is below average. Thirty-five per cent of families are in receipt of free school meals; this is higher than local and national averages. Approximately 33% of pupils are identified as having additional learning needs and six have a statement. Ninety-six per cent of pupils are from minority ethnic backgrounds with 95% speaking English as a second or additional language (92% of these are at A, B or C stage of language acquisition). This is higher than local or national averages. At the end of key stage 2 in 2010, 98% of pupils were from a minority ethnic background and only 66% of these had been in the school since Year 2. There are no looked after children on roll and there are no pupils who use Welsh as a first language.

The school was last inspected in May 2006 with a re-inspection visit in September 2007. Since the last full inspection there have been changes in the management structure of the school. The headteacher has been in post since September 2008.

The individual school budget per pupil for Grangetown Primary School is £3046, which compares with a maximum of £19708 and a minimum of £2828 for primary schools in Cardiff. The school has the 95<sup>th</sup> highest budget per pupil out of the 116 primary schools in Cardiff.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the school is good because:

- it provides a good standard of education in challenging circumstances for all pupils;
- pupils' current work indicates that many make good progress and achieve good standards from year to year;
- vulnerable pupils have good support and make good progress in relation to their targets, often from a low base;
- the quality of teaching is good;
- the quality of care, support and guidance is very good and, together with the school's inclusive ethos, impacts extremely well on pupils' standards, self-esteem and wellbeing; and
- partnerships with a range of specialist services are very well established and provide very good support for pupils.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides very effective leadership and has a clear vision for the school;
- all staff and governors work well together as a team;
- self-evaluation procedures are effective; and
- there are close beneficial partnerships with parents, the local community and the local authority.

## Recommendations

The school needs to:

- R1 improve further pupils' ability to use Welsh confidently in a wide range of contexts as they progress through the school;
- R2 extend the provision for the use of information and communication technology across the curriculum; and
- R3 raise attendance rates.

### **What happens next?**

*The school will draw up an action plan, which shows how the school will address the recommendations.*

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

In the Foundation Phase many pupils develop good listening skills and they concentrate well in teacher-led and independent learning tasks. By the end of Year 2, they are good speakers and readily answer questions about their work. In key stage 2 most pupils' speaking and listening skills are good. They listen well to their peers' ideas and opinions and appreciate that others may have different points of view to their own.

Younger pupils in the Foundation Phase develop good early reading skills and recall the sounds of initial letters well. As they begin to read, a majority apply their knowledge well to decode simple unfamiliar words. A few more able readers talk confidently about books they have read and explain their preferences. In Year 6, many pupils are fluent and expressive readers and confidently discuss books they read and their favourite authors. Many develop good independent research skills and apply these well. Support programmes have a very positive impact on improving the reading ability of nearly all targeted pupils.

In the Foundation Phase pupils' ability to write independently develops well. By the end of key stage 2, many write for a range of purposes and audiences across the curriculum. The more able write at length and punctuate their work well, using paragraphs correctly. Most spell with increasing accuracy. In Years 5 and 6 many have a clear understanding of what they need to do to improve their writing. In most classes pupils' handwriting and presentation are good.

Most pupils' numeracy skills develop well. However, although most pupils achieve good standards in their discrete information and communication technology lessons, they do not make sufficient use of these skills across the curriculum.

Standards in Welsh at the end of key stage 2 have improved markedly over the last two years and compare favourably with those of similar schools. However, most pupils throughout the school lack confidence in using their Welsh oracy skills in a wide range of contexts.

In key stage 1, the percentage of seven-year-old pupils who attained the expected level 2 in 2011 was generally lower than the figures for Wales and the average for the family of schools. In comparison with similar schools pupil performance has been consistently among the lower 50% for English, mathematics and science in combination and in English and science, apart from 2011 when the school was in the upper 50%. In general, the attainment at level 3 in the individual subjects has usually been lower than the average for the family of schools, except for 2011.

In 2011 at key stage 2 the percentage of 11-year-old pupils who attained the

expected level 4 in English, mathematics and science in combination was lower than the family and Welsh averages; it has been lower than the family in four out of the last five years. However, performance has varied from being among the lowest 25% to the upper 50% in comparison to similar schools nationally.

There are often differences in the performance of boys and girls. Pupils with additional learning needs and those with English as an additional language make good and often very good progress in line with their ability and their stage of language acquisition. There has been a significant improvement in the attainment of pupils entitled to free school meals.

### **Wellbeing: Good**

All pupils feel safe in school and know how to seek help with any problems. Most have a clear understanding of what they must do to keep healthy. They enjoy exercise and eat healthily in school.

Despite the best efforts of the school, attendance at just under 92% is lower than regional and national levels. However, the school faces particular difficulties with unauthorised absence and works hard to improve the situation. Most pupils arrive in school on time.

All pupils enjoy school and they are enthusiastic and eager to learn; they work together harmoniously. Most continue diligently with their tasks for extended periods, recall previous learning effectively and face new challenges confidently. Nearly all behave well and show respect and concern for others; they are polite, courteous and thoughtful. Three pupils received fixed-term exclusions in the last year.

Most pupils have good social and life skills. They have specific responsibilities in class and around the school, which they undertake with maturity. They are actively involved in setting their own targets. They take part in a wide range of community activities and support local and national charities well.

Pupils' views are sought and listened to and they make a good contribution to school life. The school and eco councils are effective and their members make good decisions and develop activities that encourage and support their peers. They engage with governors and staff to improve the learning environment.

<b>Key Question 2: How good is provision?</b>
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<b>Good</b>
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### **Learning experiences: Good**

The curriculum is broad and balanced and meets statutory requirements. Planning is thorough and ensures continuity and progression in knowledge, skills and understanding.

Key skills are planned as an integral part of the curriculum; however, provision to promote pupils' use of information and communication technology skills across the curriculum is underdeveloped.

Various extra-curricular activities are provided and regular visits are made locally and further afield, which enhance pupils' knowledge and skills and effectively promote their enjoyment of learning.

Provision for Welsh enables pupils to make good progress within designated lessons, but less so throughout the school day. An understanding of Welsh culture and heritage is promoted effectively through a range of activities, events and visits.

Work on sustainable development is good and pupils have opportunities to learn about the environment and the importance of conserving resources. The school has achieved the Bronze award in its Eco Schools programme. Global citizenship is also promoted well.

### **Teaching: Good**

All teachers plan well to cater for the needs of individual pupils and they share learning objectives with them. Their use of a good range of teaching and classroom management strategies is very effective in engaging and motivating pupils. They have a good understanding of the curriculum.

In all classes there are very positive, supportive and effective relationships between adults and pupils. Staff support pupils well and use a wide range of resources, thus enhancing learning.

All teachers evaluate their lessons thoroughly as a basis for planning future work. The format of lesson planning consistently identifies the skills to be developed and the evaluation of progress.

The school's assessment arrangements are clear and robust. The regular 'assessing pupils' progress' meetings between class teachers and the senior leadership team are an excellent feature.

Teachers mark pupils' work regularly and provide helpful feedback on achievement and ways to improve. They assess and track pupils' progress regularly and carefully and make good use of the assessment evidence to plan and target learning.

Pupils effectively self-evaluate their own learning and that of their peers. They also set their own targets for improvement and this encourages them to become more responsible for their progress. Annual pupil reports are clear and inform parents well of their children's progress and targets for improvement.



### **Care, support and guidance: Good**

The school's provision for pupils' health and wellbeing is good. The warm and welcoming environment ensures that the needs of every pupil are met.

Appropriate policies and procedures are in place to support pupils' emotional and physical wellbeing. Learning experiences successfully promote their personal development spiritually, morally, socially and culturally. Collective worship meets statutory requirements.

All necessary health and safety measures are in place and appropriate risk assessments are completed on-line, when necessary. The school has procedures and an appropriate policy for safeguarding.

The school provides early and effective interventions and support for individuals and groups of pupils with additional learning needs. A close link is maintained with parents in setting and evaluating improvement targets in individual educational plans, which are reviewed on a regular basis. Support for pupils who access the ethnic minority traveller achievement service is very effective.

### **Learning environment: Good**

The school is a fully inclusive community and all pupils and staff are valued and treated equally; this is a strong feature. The school actively promotes equal opportunities and all pupils have the same access to the curriculum and extra-curricular provision. All necessary policies and procedures are in place, including a school strategic equality plan in line with new legislation.

The school has very few incidents of bullying, racism, discrimination or other forms of harassment and any identified issues are promptly addressed. Nearly all pupils feel the school deals effectively with any bullying and every parent considers their child is treated fairly and with respect. All pupils know who to go to if they feel upset.

The school makes provision for pupils and staff with any disability and implements reasonable adjustments when necessary.

Resources are good overall, with sufficient computers. Classrooms and learning areas are spacious and attractive and wall displays throughout the school are bright and stimulating and help provide a good learning environment.

The building and grounds are very well maintained.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher leads the school very effectively. She is extremely efficient, has excellent relationships with all stakeholders and leads by example. She is well supported by the deputy headteacher, the senior management team and members of staff.

Distributed leadership is well embedded across the school and staff roles are clearly defined and well developed. Subject leaders monitor their areas of responsibility thoroughly and efficiently.

Members of staff have high aspirations for pupils and work collaboratively and cohesively together. They share good practice with each other and act as good role models.

Governors are highly supportive of the school; they are kept well informed and undertake their responsibilities effectively. They have a clear understanding of their role and the school's performance and make an effective contribution to its strategic direction.

All statutory policies and documentation meet requirements, including the prospectus and the governors' annual report to parents.

School initiatives to meet local and national priorities are very successful and impact positively on pupil outcomes.

### **Improving quality: Good**

Successful quality assurance procedures focus on pupils' standards; they are a regular and key feature of strategic planning, highlighting strengths and any areas of underperformance and improvement.

Leaders and managers ensure that a wide range of rigorous monitoring activities include a thorough analysis of data by teachers, subject and aspect co-ordinators, the leadership team and the governing body.

Pupils' views are considered by co-ordinators and other leaders, for example, through effective pupil conferences. Parents and others contribute to the evaluation process through questionnaires and surveys. There is a sustained focus on achieving progress for pupils.

There is a clear link between self-evaluation and the school development plan, which sets clear and realistic priorities that reflect local as well as national initiatives. These priorities include challenging and measurable targets as well as appropriate responsibilities, well-defined time schedules and resource implications.

The school is a well-established professional learning community which enables teachers and others to reflect effectively on their practices and to make an impact on provision and pupil outcomes. There are successful networks of professional practice with other schools and partners. Recommendations from the last re-inspection have been met in full.

### **Partnership working: Good**

There is a good range of strategic partnerships that help to enrich and support pupils' learning and wellbeing.

Good links exist with a range of local community groups; the school is an integral part of the life of the suburb. A small number of parents and some volunteers work hard in support of school activities. Parents and carers receive a good range of information about the life and work of the school via newsletters and the school website.

The school works cohesively with other schools in its cluster. Transition programmes with the main receiving secondary school and the feeder nursery are well established and help pupils settle in quickly; there are appropriate curricular and pastoral links. These are valuable in helping pupils to prepare for the next stage in their learning.

The school participates in moderation and standardisation activities within its local cluster, which has a significant impact on the accuracy of its assessment judgements.

The school works well with the local authority and local colleges and it is redeveloping its teacher training links.

### **Resource management: Good**

Managers work well to ensure that resources are used effectively. They deploy teachers and other staff appropriately. The school identifies priorities for staff training and these are well matched to the school's plans for improvement.

Performance management procedures meet statutory requirements and targets for both teachers and support staff are linked to the school development plan and local and national priorities; they include a whole-school communal target, linked to the school's improvement initiatives.

The school meets the statutory requirements regarding teachers' workload. Appropriate arrangements are made for teachers' planning, preparation and assessment periods.

Managers make wise spending decisions for the purchase of equipment and learning resources following careful analysis of the school's priorities for improvement. The school makes very good use of the funds generated by the parent-teacher association.

In view of the progress made by most pupils and the quality of teaching, provision and management, the school provides good value for money.

## Appendix 1

### Commentary on performance data

In assessments at the end of key stage 1, the percentage of pupils who attained the expected level 2 in English, mathematics and science in combination has generally been lower than the figures for Wales and the family of similar schools over the last five years. In general, the patterns are similar in English and science. The percentage of pupils who attained level 3 in English has been lower than the average for the family of similar schools over the last five years, apart from 2011.

Over the last five years the school's performance in key stage 1 has generally been in the lower 50%, in comparison with similar schools. The school is above the Wales and family averages in mathematics and, in comparison with similar schools, pupil performance has been consistently among the upper 50% over the last three years.

In key stage 2 the percentage of pupils who attained the expected level 4 in English, mathematics and science in combination has generally been lower than the family of schools average in four of the last five years. However, in English, the percentage has generally been above the average figure for the family of schools in four of the last five years, except in reading. In general the percentage of pupils who attained level 5 or higher has been uneven and often lower than the average figures for the family of schools and Wales over the last five years.

In 2011 the percentage of pupils who attained level 4 in English, mathematics and science in combination placed the school among the upper 50% in comparison with similar schools. However, performance in the core subjects has varied from the bottom 25% to the upper 50% in recent years. In key stage 2, there is a consistent pattern of boys' underachievement in comparison with girls. The percentage of boys in key stage 2 who attain level 4 or higher is uneven, but in mathematics they have usually outperformed girls.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Eleven parents completed the questionnaire, one of whom added written comments, nearly all of which were positive. Responses were in line with national comparators.

All parents believe:

- they are satisfied with the school;
- their child likes school, was helped to settle in well and makes good progress;
- pupils behave well in school;
- teaching is good;
- homework builds well on what is learnt in school;
- staff expect pupils to work hard and to do their best;
- staff treat all pupils fairly and with respect;
- their child is safe in school and encouraged to be healthy and to take regular exercise;
- appropriate additional support is provided, if necessary;
- they are kept well informed;
- they feel comfortable about approaching the school with any suggestions or problems;
- their child is helped to become more mature and responsible and is well prepared for moving on to the next stage of his/her education;
- there is a good range of activities provided; and
- the school is well run.

Most parents consider:

- they understand the procedures for dealing with complaints.

#### Responses to learner questionnaires

One hundred and seven pupils completed the questionnaire.

All pupils say they:

- learn how to keep healthy; and
- know who to talk to if they are worried or upset.

Nearly all or most pupils say they:

- have plenty of opportunities for regular exercise;
- are doing well at school;
- are helped to learn and to make progress;
- know who to ask if they find work hard;

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- feel safe; and
- that school deals well with any bullying.

A few do not think:

- they have enough books, equipment and computers;
- pupils behave well in class so they can get their work done; and
- that nearly all children behave well at play and lunchtimes.

## Appendix 3

### The inspection team

Dr David Gareth Evans	Reporting Inspector
Mr Enir R. Morgan	Team Inspector
Mr Michael Thomas	Team Inspector
Mr Dylan Jones	Lay Inspector
Mrs Margaret Lonsdale	Peer Inspector
Ms Mandy Paish	School Nominee

## Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

### Year groups 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 LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FPYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	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 four key stages cover the following year groups:

Foundation Phase	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**

### **National Curriculum**

#### **Expected National Curriculum levels**

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

#### **Core subject indicator in all key stages**

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

#### **All-Wales Core Data sets**

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.