

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

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

School Number: 6702027

Date of Inspection: 17th November 2008

By

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Grange Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Grange Primary School took place between 17/11/08 and 19/11/08. An independent team of inspectors, led by Carolyn Jane Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For all inspections, there is a written report on seven key questions.

For short inspections, there are no subject reports.

For standard inspections, there are also reports on six subjects.

For full inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

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' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 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	R	Y1	Y2	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 National Curriculum covers four key stages as follows:

Key stage 1	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

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Context

The nature of the provider

1. Grange Primary School is situated in the West Cross area of Swansea. The local authority (LA) is the City and County of Swansea. The school is an English medium primary with a nursery and a specialist teaching facility for hearing impaired pupils. The school serves an area of mixed prosperity with approximately half of the pupils coming from a relatively prosperous area, forty per cent from an area that is neither prosperous nor economically disadvantaged and ten per cent from an area that is economically disadvantaged. Around fourteen per cent of pupils are eligible for free school meals, which is below the local and national averages. Children's attainment on entry to the school is in line with the LA average.
2. The school provides education for pupils aged three to eleven. At the time of the inspection, there were 174.5 full time equivalent pupils on roll, including 15 nursery children who attend part-time in the nursery. There are eight rising three year olds who attend in the afternoon. The number on roll is slightly more than during the last inspection. Around 12 per cent of the pupils have been identified as having additional learning needs (ALN) and seven have statements of special educational need. There are currently four pupils with hearing impairment, and a wide range of additional learning difficulties attending the unit. One pupil is 'looked after' by the LA. No pupil speaks Welsh as a first language and there are three pupils who receive support for English as an additional language. There are no significant changes since the last inspection.
3. The school has achieved a number of awards, including the Basic Skills Award, ICT Mark, BECTA excellence award for outstanding achievement in Leadership and Management and the Healthy Schools award.
4. The school was last inspected in November 2002. Since then the school has successfully addressed the key issues noted in the report and improvements are clearly evident in areas that needed developing. Progress since the previous inspection has been exceptional.

The school's priorities and targets

5. The school's Vision Statement is "Aim High Together."
The school's Mission Statement is, "We aim high together by...
 - providing a safe and happy environment;
 - valuing diversity;
 - celebrating achievements; and
 - teaching the skills and knowledge to enable our children to meet the challenges of the future."

6. The children's aims : School Council
 - stop bullying because it can hurt people's feelings;
 - try to include everyone in everything you do;
 - treat everyone the same;
 - remember the 3Rs to help our environment to get better;
 - be kind to other people;
 - try to be in school everyday and on time;
 - try hard in everything you do – Aim High;
 - try to eat healthily at all times;
 - being bad is not the way, be good at all times; and
 - be proud of Wales and encourage others to learn about our culture.

7. The school has a set number of targets in its current improvement plan, which includes:
 - fully implementing the key skills action plan;
 - developing pupil's self assessment in a variety of forms;
 - planning and preparation of the latest orders for the curriculum;
 - maintaining a register for the more able and talented pupils, and developing their skills to the highest possible standards in all areas of their school life;
 - achieving the local authority Silver and Gold self-evaluation award;
 - addressing succession issues in respect of the Special Education Needs Co-ordinator (SENCo) support teacher, clerical support and a new management structure; and
 - continuing to work in partnership with the local Welsh medium school.

Summary

8. Grange Primary School is a good school with outstanding features. It provides a high quality education for its pupils. The school is a happy place and pupils clearly enjoy their learning experiences. The way the head teacher successfully leads the school is outstanding. Curriculum leaders effectively monitor standards in their subjects and clearly identify areas for improvement.

Table of grades awarded

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
52%	48%	0%	0%	0%

Key Question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	1	1
Welsh second language	1	2
Information Technology	1	1
Art	1	1
Music	1	1
Physical Education	1	1

9. Children's attainment on entry to the nursery is in line with the LA average. Baseline assessment at the end of reception shows that children have good skills in all areas of learning. The overall quality of provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes.
10. Pupils make outstanding progress in their learning and achieve very high standards in relation to their prior attainment and underlying ability by the time they leave the school. Achievements in all key stages have outstanding features. Pupils succeed regardless of their social, ethnic or linguistic backgrounds and make very good progress towards fulfilling their potential. Pupils' key skills are good with outstanding features .

11. At both key stages, the results of pupils in the specialist teaching unit are included in the results. In key stage 1 in the 2008 teacher assessments, 86 per cent of pupils achieved level 2 or above in English, of which 29 per cent achieved level 3. In mathematics, 95 per cent achieved level 2 or above of which 38 per cent achieved level 3 and in science 95 per cent achieved level 2 or above of which 33 per cent achieved level 3. Compared with all schools in Wales, the school's core subject indicator (the percentage of pupils achieving at least level 2 in English, mathematics and science) for key stage 1 was in the upper 50 per cent. Compared with schools nationally with a similar number of free school meals and in the LA overall, the school was in the upper 50 per cent. The percentage of pupils gaining the higher level 3 was above the national averages in all three subjects.
12. At key stage 2 in the 2008 teacher assessments, 88 per cent of pupils achieved level 4 or above in English, of which 39 per cent achieved level 5. In mathematics, 84 per cent achieved level 4 or above of which 39 per cent achieved level 5 and in science 88 per cent achieved level 4 or above of which 36 per cent achieved level 5. Compared with similar schools nationally and in the LA, the school was in the upper 50 per cent of schools. The percentage of pupils gaining the higher level 5 was above the national averages in all three subjects.
13. In both key stages, there has been a significant improvement in mathematics, English and science results, and in the core subject indicator (CSI) over the last three years. Assessments, including those for pupils with hearing impairments and with additional learning needs (ALN), show that pupils achieve in excess of those in similar schools nationally and well in excess of the figures for Swansea and all schools in Wales. This is an outstanding feature.
14. Pupils' personal, social and learning skills are good with outstanding features. Pupils' excellent behaviour contributes significantly to their very good progress and is a strength of the school. Pupils' spiritual, moral and cultural development is also good with outstanding features. Pupils have a very good understanding of their own culture and diversity.
15. The school's average attendance for the last three terms, at 93.7per cent, exceeds the all Wales figure and Swansea LA averages but is marginally below the similar schools free school meals average. Absences are caused mainly by illness but there is an increasing number of family holidays in term time. Nearly all pupils arrive punctually although a small number are occasionally late.
16. Pupils' independent learning skills are very well developed. Pupils are well prepared to play an active part in the local community. They are also developing a very good understanding of sustainability.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
52%	48%	0%	0%	0%

17. The quality of teaching is good with outstanding features. There are no significant shortcomings. Lessons are stimulating and challenging. Teachers demonstrate very good subject knowledge and an excellent understanding of recent educational initiatives. Associate staff (classroom support assistants) are well trained and this enables them to become integrated fully into the staff team, giving high quality support to teachers and pupils. Teachers plan very effectively and have high expectations of their pupils. They use a wide range of strategies and resources to motivate and inspire pupils. Basic and key skills, including bilingual skills, are taught very well overall and relevant links are made in subjects across the curriculum. Pupils' standards of independent oral language in Key stage 2 are an area for improvement.
18. There are some outstanding features in the school's systems for assessing and monitoring the progress of pupils in all subjects. Pupils are involved in their own assessment. However, this is an area that the school has identified for further development because provision is inconsistent. Currently, pupils are involved in setting individual targets in the core subjects, such as English, and their personal and social development. Reports to parents are very good. The school meets all statutory requirements for assessment.
19. The curriculum provided is good with outstanding features. All statutory requirements are met. Equal access is provided to a wide range of exciting learning experiences. The school meets learners' aspirations and needs very well. There is a wide range of clear policy documents and well-written long-term schemes with well-focused medium terms planning, which help ensure pupils' learn rapidly. Plans identify very good opportunities for the development of pupils' key and basic skills.
20. The school provides an outstanding wealth of enrichment and extra-curricular activities, including a variety of sports. There is also high quality specialist tuition for pupils who wish to learn to play the violin, cello, flute or clarinet. A number of activities are provided by the local community, friends of the school and by volunteers. For example, a former pupil now teaches lacrosse. These experiences afford pupils the excellent opportunity to socialise with people of all ages and backgrounds, and to develop confidence and a broad range of skills.
21. Collective worship makes an outstanding contribution to pupils' spiritual, moral, social and cultural development. Pupils are fully involved in a range of activities that include songs, music, drama and prayers that offer opportunities for celebration, giving thanks and reflecting on a range of issues in both English and Welsh.
22. Pupils develop a strong sense of spirituality, not only in collective worship and religious education but also through the very good opportunities that the school provides for pupils to reflect on the natural environment, art and music. Pupils have a good understanding of religious issues and of the different beliefs of other people because they are taught to respect their differing views. An outstanding feature is the use of signing by all pupils in collective worship, ensuring that pupils with hearing impairment are included in the activities.

23. The school is extremely proactive in making links with the local community and other organisations. These are exceptionally beneficial to the pupils and are an outstanding feature of its work. There are excellent links with the local secondary school to which most pupils proceed after they have left the Grange.
24. The quality of care, support and guidance provided for pupils is outstanding. Care arrangements are managed very well and there are very effective partnerships with parents and outside agencies. Pupils settle into school quickly because of the good induction procedures. The quality of personal support and guidance is outstanding and there is a good personal and social (PSE) programme. Punctuality and attendance is monitored effectively. There are good procedures for child protection and all legal requirements are met.
25. Provision for pupils with ALN is good with outstanding features. There are very effective systems for diagnosing individual pupils' needs and these are translated into well-constructed individual education plans. The SENCo works very well in partnership with the teachers and associate staff. The school provides very good support for pupils whose behaviour might impede their own learning and the learning of others.
26. The school's provision for equal opportunities is outstanding. All pupils are supported well, irrespective of their individual background. Staff successfully promote gender equality and good race relations. Effective measures have been taken to tackle bullying and to promote positive behaviour. The school works hard to secure equal treatment of disabled pupils. An appropriate plan to develop accessibility for disabled persons has been compiled and the school is systematically working to address the issues raised.
27. Pupils' backgrounds, culture and religions are explored sensitively and explained to all. Parents indicate that the school is very effective in promoting diversity. Celebration of diversity is a feature of school assemblies.
28. The school's provision for ensuring the healthy development and well being of pupils is outstanding. The school has a detailed policy and set of procedures to promote health and safety, including risk assessments, which are monitored consistently by the head teacher, staff and governors. Risk assessments are completed prior to off-site trips, and parental consent is received before all local trips and extra-curricular sporting activities take place. There are regular fire drills and equipment is regularly checked in accordance with health and safety regulations. In discussion, pupils accurately recalled the evacuation process.

Leadership and management

29. The leadership and management of the school are good with outstanding features. There is a very strong sense of direction and purpose to the work of Grange school. An outstanding feature of the school is the head teacher's very effective leadership and her calm, effective and resolute manner. Her vision for the school is reflected in its mission statement, which expresses its commitment to developing the full potential of each individual in a happy, secure

environment. She relays this effectively to all those involved in school life and it is this factor that has developed the school into a place that is frequently visited by practitioners to see good practice. Her commitment, and that of her staff, has been recognised locally and nationally. At the same time, she demonstrates great care and concern for both staff and pupils.

30. The school's commitment to each pupil is also evident in the aims of the school and the values it seeks to promote. These focus on the development of good attitudes, learning skills and the social and interpersonal skills, which are essential for all pupils to achieve well. Parents overwhelmingly indicated their support and appreciation of the values instilled by the school in the pre-inspection questionnaires.
31. The head teacher works very closely with all staff and, over the years, they have together established a very dynamic approach to school improvement. All members of staff, governors and parents play an important role in ensuring that the school continues to maintain its high standards. There are outstanding working relationships between all stakeholders and there is a genuine sense of teamwork.
32. The deputy head teacher is a highly effective practitioner and has a very positive effect on the management of the school. Core curriculum leaders provide effective leadership, monitoring standards in their subjects and clearly identify areas for improvement. These are discussed with colleagues to ensure that they understand what is required of them in the process of raising standards. They also lead training for colleagues in areas that are a priority in the school improvement plan (SIP). This has raised teachers' confidence and has had a positive effect on standards. Currently, the school is extending this process to the foundation subjects to raise standards further.
33. The work of the governing body is good with outstanding features. Individual governors have responsibility for subjects or areas and they carry out these responsibilities very effectively. Governors monitor the quality of provision by making regular visits to the school and are very well informed about its life and work. They receive and discuss information given by the subject leaders about pupils' progress, check targets, discuss data and discuss and formulate policies. The chair of the governing body meets regularly with the head teacher and visits the school informally on a regular basis to maintain close contact. Her professional approach and first-class leadership is an outstanding feature of the school's governance.
34. There is an outstanding culture of review and self-evaluation driving the staff and governors. They all contribute to the process of self-evaluation and are well aware of its findings. The process follows a well-established system and involves all members of staff, pupils, parents and governors. The views of all those who have an interest in the school are central to the evaluation process. The high profile School Council is a good forum that allows all pupils' views to be heard constructively.

35. The school's self-evaluation procedures are extremely effective in enabling the school to evaluate its own work accurately and to plan for and monitor improvements. All aspects of school life are thoroughly and systematically reviewed and evaluated to clearly identify both strengths and areas for improvement.
36. The school development plan is an outstanding document that clearly sets out responsibilities, costs, time and success criteria. It is continuously reviewed and monitored for progress by staff and governors. Consistent and measurable improvements over the last three years are a direct result of previous plans and actions detailed in the school development plan, for example, the provision for outside play and information technology (IT). These are outstanding features.
37. The school has successfully addressed the key issues noted in the last inspection report and improvements are clearly evident in areas that needed developing. Progress since the previous inspection has been exceptional.
38. The school is a very large split-level building and is exceptionally well maintained. Maintenance and improvement needs are effectively prioritised and regularly addressed on a rolling programme and this is an outstanding feature of Grange. The caretaker and cleaning staff work tirelessly to ensure that the building is kept very clean and tidy and that the grounds are well tended.
39. The school is fortunate in having extensive grounds that are used very effectively to benefit pupils. All pupils have regular opportunities to study and play outdoors using the stimulating range of equipment that includes a forest school area. Resources are kept under constant review by the head teacher, subject leaders and governors. This is a real strength, enabling the school to make the best use of all available resources. The very high standards at the end of key stage 2 are a testament to this approach.
40. The head teacher and governing body make very efficient and effective use of the available funds to give value for money. Priorities for spending are carefully linked to the SIP. As a result, the school offers a very stimulating curriculum and pupils achieve excellent standards. The governors ensure that spending is efficiently prioritised and, through careful budgeting, the school continually works hard to reduce costs. There are sufficient funds retained to meet unexpected contingencies. The school has established productive links with a considerable number of community contacts that are able to support the school financially or in sharing their expertise without remuneration. Overall, the school provides very good value for money.

Recommendations

- R1** Improve pupils' standards of independent oral language patterns in key stage 2.
- R2** Consistently implement pupil self-assessment and target setting to focus on raising standards. ***
- R3** Extend the role of the subject leaders to monitor teaching and learning in the foundation subjects, to raise standards. ***

Those recommendations marked *** have already been identified by the school in its school improvement plan.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

41. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
52%	48%	0%	0%	0%

42. These percentages are well above those for primary schools published in HMCI's annual report 2006-07, where standards assessed were good or better (Grade 1 and Grade 2) in 80 per cent of lessons and outstanding (Grade 1) in 10 per cent of lessons.

Grades for subjects in the specific subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	1	1
Welsh second language	1	2
IT	1	1
Art	1	1
Music	1	1
Physical Education	1	1

43. Children's attainment on entry to the nursery is in line with the LA average. Baseline assessment in reception shows that children have good skills in all areas of learning. The overall quality of provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes. All children are making very good progress towards the statutory areas of learning.
44. An outstanding feature of the school is the progress most pupils make and the excellent standards they achieve in their knowledge, skills and understanding by the time they leave the school. All pupils are very good at achieving the challenging learning targets set by teachers and many exceed initial expectations regardless of their linguistic background, their prior attainment and underlying ability.
45. Standards at key stage 1 and key stage 2 in the subjects inspected are very good. However, standards in Welsh second language at key stage 2, although good, are not as high as in key stage 1 because the language patterns used for independent conversations are not as well developed. During the outstanding "Enrichment Sessions" that occur on a weekly basis, a firm focus has been placed on the development of Welsh reading skills with a vertically grouped children in key stage 1. Also a weekly structured reading session is carried out by a fluent Welsh speaking volunteer. Both activities have impacted on raising the standards of reading in key stage 1 and are an innovative and outstanding feature of the school.
46. Standards in pupils' key skills, including children under five, are outstanding. Standards in pupils' bilingual skills are very good throughout the school. Pupils' problem-solving, creative and independent skills are also outstanding. By the end of key stage 2, all pupils talk about their learning and activities enthusiastically and knowledgeably.
47. At both key stages the results of pupils in the specialist teaching unit are included in the results. At key stage 1 in the 2008 teacher assessment, 86 per cent of pupils achieved level 2 or above in English, of which 29 per cent achieved level 3. In mathematics, 95 per cent achieved level 2 or above of which 38 per cent achieved level 3 and in science, 95 per cent achieved level 2 or above of which 33 per cent achieved level 3. Compared with all schools in Wales, the school's core subject indicator (the percentage of pupils achieving at least level 2 in English, mathematics and science) for key stage 1 was in the upper 50 per cent. Compared with schools with similar numbers for free school meals (family group) and in the LA overall, the school was in the upper 50 per cent. The percentage of pupils gaining the higher level 3 was above the national averages in all three subjects.
48. At key stage 2 in the 2008 teacher assessment, 88 per cent of pupils achieved level 4 or above in English, of which 39 per cent achieved level 5. In mathematics, 84 per cent achieved level 4 or above of which 39 per cent achieved level 5 and in science 88 per cent achieved level 4 or above of which 36 per cent achieved level 5. Compared with similar schools and the LA, the school was in the upper 50% of schools. The percentage of pupils gaining the

higher level 5 was above the national averages in all three subjects. There were no significant differences between the achievements of boys and girls.

49. In both key stages there has been a significant improvement in the CSI over the last three years. At both key stages, results, including the results for pupils with hearing impairment, show pupils achieve in excess of the similar school group and well in excess of the figures for Swansea and Wales. This is outstanding.
50. Most pupils have a good understanding of what they are doing and know well what they need to do to improve their performance. Pupils with ALN make very good progress in relation to their prior attainment and their underlying abilities. Although there are variations in the relative performance of boys and girls, there is no significant difference in their performance year-on-year. All pupils are making very good progress towards fulfilling their potential and pupils in Year 6 are very well prepared for the next stage in their education and this preparation is an outstanding feature of the school.
51. Pupils are well motivated and eager to learn. Most listen attentively and follow instructions well when undertaking new tasks and investigations. Most pupils use their time very effectively and this is a significant strength of the school.
52. All behaviour is very good and pupils' attitudes towards learning are outstanding features of the school and contribute significantly to the standards they achieve. Any minor inappropriate behaviour is dealt with quickly and effectively. All pupils display very good manners and are courteous to staff and other adults. The school is a happy, vibrant and inclusive community where all pupils feel valued and nurtured.
53. The school's average attendance for the last three terms at 93.3 per cent exceeds the all Wales figure, the Swansea LA figure but is marginally below the relative free school meals average. Absences are caused mainly by illness but there is an increasing number of family holidays in term time. Nearly all pupils arrive punctually although a small number are occasionally late.
54. In lessons, most pupils plan and organise their work very well, confidently using classroom resources, co-operating and collaborating extremely well in pairs or small groups. Almost all pupils work independently within the structure of the class and in the general context of the school and these aspects set a firm foundation for their life-long learning and are outstanding.
55. Pupils' progress in their personal, social, moral and wider development is outstanding throughout the school. All pupils are fully involved in the life and the work of the school and, through the School Council, participate in the decision making process about important issues in the school. Pupils have a very good understanding of their own culture and all pupils respond positively to the daily acts of collective worship and take part with enthusiasm.
56. The school is a highly inclusive community and the quality of provision for equal opportunities is outstanding and is a strength of the school. Pupils know that all

individuals, regardless of their gender, colour or background should be treated with equal dignity and respect. All pupils demonstrate respect, care and concern for each other, for adults and for their school environment.

57. Through well-planned effective and varied programmes of visits into school and out into the community and beyond, including residential visits, pupils develop an effective insight into the world of work. Pupils are also developing a very good understanding of sustainability and how it affects their lives.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

58. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

59. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
52%	48%	0%	0%	0%

60. Teaching in the school has many outstanding features and the quality is considerably above the figures quoted in HMCI Annual report 2006-07, where the quality of teaching assessed was good or better (Grade 1 and Grade 2) in 80 per cent of lessons observed and outstanding (Grade 1) in 14 per cent of lessons.
61. The varied teaching styles, methods and approaches used throughout the school cater very effectively for different ways in which pupils learn. Associate staff are extremely well qualified and support pupils needing extra encouragement to understand and complete their tasks very ably. The quality of teaching for pupils in the hearing impaired unit and pupils with EAL is outstanding. Pupils at both key stages benefit significantly from specialist and team teaching and this has a significant impact on the standards they achieve
62. The outstanding features in teaching are:
- excellent relationships and clear expectations of behaviour that provide a confident and positive atmosphere in which pupils' achievement flourishes;
 - very skilful planning and clear lesson objectives that capture pupils' interest, enabling them to be fully engrossed in their work and reluctant to finish at the end of the lesson;
 - imaginative use of different teaching strategies and exciting and consistently challenging targets;
 - opportunities for independent and collaborative work;
 - activities that are matched sensitively to the needs of all pupils in the class, including pupils with ALN and the more able and talented pupils; and
 - associate staff that are well prepared and well directed to give outstanding support in group work, developing pupils' ideas and extending their learning.

63. Outstanding activities such as hunting for treasure out of doors excite younger pupils' interest and encourage their imagination. The use of an exceptional range of quality resources, such as natural materials for art and craft and a wide range of musical instruments on which to create their own musical work, engage pupils' interest and enthusiasm for learning.
64. Where teaching is judged to be good with no important shortcomings, the good features include:
- pupils managed and organised well, enabling lessons to move on at a swift pace with no learning time wasted;
 - good differentiation for pupils with ALN ;
 - pupils' responding well to teachers' high expectations by putting considerable effort into their learning; and
 - teachers' communicate their enthusiasm for the topic well to pupils, which has a positive impact on sustaining their motivation and interest.
65. The excellent team teaching and co-operative planning ensures that the needs of individual pupils are fully met. Relationships between all staff and pupils are an outstanding feature of the work of the school. This inspires pupils to achieve their very best in lessons.
66. Teachers are extremely well informed about recent developments in education and they have outstanding knowledge of the subjects and areas of learning that they teach. All staff are enthusiastic about professional development and actively seek out the best and most up-to-date training. A number of teaching staff have been involved in personal and joint research projects. This has not only enhanced their own development but has also led to improvements in teaching and learning throughout the school. This is an outstanding feature of the school.
67. All adults treat pupils fairly and equally and all pupils benefit from the same opportunities, both in lessons and in the wider life of the school. All staff promote equality of opportunity very well and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds. They meet the English language needs of all pupils very well and make excellent efforts to use incidental Welsh at all times.
68. The school meets statutory requirements for assessing, recording and reporting pupils' progress. Systems and procedures have very good features with some outstanding features and no important shortcomings.
69. Assessment is regularly undertaken throughout the academic year in order to track the progress pupils make and, in the best examples, effectively inform the next steps in teaching and learning.
70. Pupils' progress is assessed regularly through the use of teachers' assessments. Detailed analysis of data recorded is used appropriately to set targets for improvement. The present robust systems give a very detailed picture over time of individual pupils' achievements and attainment as they transfer from class to class or move on to the next stage of their learning. This is an outstanding feature.

71. Most pupils' understanding of the purpose and nature of assessment is good, for example in IT. They confidently discuss their individual learning targets, celebrating success when achieved in a corporate manner with fellow peers. In the nursery and reception classes, positive verbal feedback is used very effectively to help most children understand the progress they have made. . However, pupils' involvement in self assessment and identifying and evaluating their own targets is an area that the school has identified for further development. Currently, pupils are involved in setting targets in the core subjects and their personal and social development. This good practice is not consistently applied to all subjects and is being extended to foundation subjects.
72. Teachers have met together and spent a considerable amount of time coming to an agreement about the qualities of a wide range of pupils' work against National Curriculum levels of attainment. There is generally a good match between pupils' work and levels in most subjects. This assessed work is kept in subject portfolios as a record of agreed standards for all staff to use as a reference. In key stage 1 and key stage 2, pupils' work is regularly marked, often with encouraging remarks. In the best examples of marking, pupils are given written or verbal guidance on how to improve and pupils respond as directed. This helps them to concentrate on what they need to do next to improve to a higher level of attainment.
73. The quality of the annual reports to parents is excellent and they fully meet statutory requirements. Annual reports give a positive, detailed picture of pupils' progress in all subjects, as well as comments regarding social and personal development. Pupils' targets are also shared with parents and this is good practice. Parents are formally invited to discuss their child's progress with teachers at regular intervals. Parents state they are welcome to discuss their child's progress at any convenient time and most feel they are kept informed about their child's achievements. Parents and carers of pupils with ALN are exceptionally well informed and have full and comprehensive access to all consultations and reviews and this is an outstanding feature.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features

74. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
75. Curricular provision meets all statutory requirements of the National Curriculum and the agreed syllabus for religious education. The provision for personal and social education, health education and sex education also meets requirements.
76. The overall quality of the educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes. Pupils receive a variety of exciting and stimulating learning opportunities, both indoors and outdoors, which develop their interests and they are actively involved in their own learning in which they make good progress. Substantial investment has been made in the outdoor curriculum.

77. There are many outstanding features to the way in which learning experiences meet the needs and interests of learners. For example, the use of the school grounds, the local environment, beach and other places of interest as stimuli for pupils' learning particularly stand out. Similarly outstanding is the very effective use of expertise from outside the school, for example in music and art, to enable pupils to benefit from the highest quality subject specialism.
78. The broad and balanced skills-based curriculum for pupils in key stages 1 and 2 is taught through a themed approach that offers pupils an interesting range of experiences. The planned curriculum is outstanding in enabling pupils to learn the basic and key skills they need before they undertake tasks and activities. This ensures that they make the most of their learning opportunities.
79. Arrangements for implementing the Foundation Phase and new curriculum orders are well underway. Activities throughout the school are frequently arranged in response to children's interests and suggestions; this is an outstanding feature.
80. The innovative collaborative approach the school uses for planning learning activities in the different subjects or areas of the curriculum is an outstanding feature. Staff in different year groups and key stages have an excellent overview of pupils' expected progress throughout the school and this enables them to plan more effectively for pupils in split classes and in different key stages.
81. The school provides a thoroughly stimulating and accessible curriculum for those pupils with ALN, including pupils in the hearing impaired unit. Pupils with ALN enjoy participating in exciting practical activities that help them develop the necessary basic and key skills to enable them to progress in their learning. This is an outstanding feature.
82. Overall, the curriculum provides suitable activities to engage more able and talented pupils and enable them to reach high standards.
83. The overall provision for the development of pupils' personal and social development is outstanding because the school is so active in promoting good values and attitudes in its personal and social education programme and daily life at the school. As a result, pupils have strong moral values and treat one another with consideration and respect. By the time they leave Year 6, pupils are extremely self-confident, well mannered and very sociable with both adults and other pupils. This is outstanding.
84. An outstanding feature is the way that pupils understand the importance of living in an inclusive society and the way they learn to become more attuned to the needs of others. The ways in which pupils from the hearing impaired unit are included in the life of the school and the value placed on the contribution of pupils of all abilities throughout the school are outstanding features. Pupils of all ages become confident users of sign language and regard this as an entirely natural form of communication. Their roles within the School Council and Eco Committee are effective in developing an understanding of living as part of a community and help them to take responsibility readily.

85. Collective worship makes an outstanding contribution to pupils' spiritual, moral, social and cultural development. Pupils are fully involved in a range of activities that include songs, music, drama and prayers that offer opportunities for celebration, giving thanks and reflecting on a range of issues in both English and Welsh.
86. Pupils develop a strong sense of spirituality, not only in collective worship and religious education, but also through the very good opportunities that the school provides for pupils to reflect on the natural environment, art or music. Pupils have a good understanding of religious issues and of the different beliefs of other people because they are taught to respect the differing views of others.
87. The school provides an outstanding wealth of enrichment and extra curricular activities, including a variety of sports. There is also specialist tuition for pupils who wish to learn to play the violin, cello, flute or clarinet. A number of activities are provided by the local community, friends of the school and by volunteers. For example, a former pupil teaches lacrosse. An outstanding feature of physical education throughout the school is pupils' access to a wide range of well organised extra-curricular activities directed by skilled practitioners. These activities include football, netball, lacrosse, rugby, karate, table tennis, athletics, and residential courses of an outdoor nature for older pupils, modern dance, tennis, gymnastics and a host of lunchtime fitness clubs. Extra-curricular activities have an exceptional impact on standards in physical education throughout the school. These experiences afford pupils the opportunity to socialise with people of all ages and backgrounds and to develop confidence and a broad range of skills.
88. Parents and friends support the school very well and this benefits pupils. The school provides an excellent language and playgroup for pre-school children and their parents to attend. This makes parents feel welcome in the school and has a beneficial effect on the smooth transition of children into the nursery. It also provides excellent opportunities for children to develop early language skills and to develop personally and socially.
89. The school provides very good opportunities for pupils to develop their understanding of Wales as a multi-cultural and multi-racial society because of the way in which pupils from other countries and cultures are warmly welcomed. Pupils develop a very good understanding of the unique culture of Wales through their studies in art, history, geography and music as well as through studying the Welsh language. The school promotes bilingualism to a very high standard. All requirements of the *Cwricwlwm Cymraeg* are met.
90. The school is extremely active in making links with the local community and other organisations; these are exceptionally beneficial to the school and are an outstanding feature of its work.
91. Pupils benefit from working with art students from Swansea Art College as part of the Artists in Residence within schools and the community programme. The school is an important member of the local cluster of schools including the secondary school. It frequently leads the way in a number of education

initiatives. There are very close links with other organisations that share the premises, for example the free breakfast and after-school child-care clubs and the pre-school private nursery. These enable parents and children to benefit from wrap around care and make new friends and helps new parents feel part of the school.

92. This is an inclusive school where all pupils have full and equal access to all aspects of school life and work, including sporting activities. Tackling social disadvantage and combating stereotyping is a high priority and an outstanding feature.
93. Another outstanding feature in the life of the school is the school's arrangements to develop pupils' understanding of sustainable development. The school acts in a sustainable way through recycling and has won a national award for this work. The school has received a number of other awards and environmental and recycling initiatives are well established using the school grounds and local nature reserves. The 'Little Rotters Club' develops a good understanding of environmental issues through the making of compost, growing plants and vegetables and re using containers for planting.
94. Active citizenship is greatly valued. Pupils have become very involved with school life with Junior Road Safety Officers attending meetings, receiving training and then relaying the information to pupils at the Grange on their return. Librarians and playground pals have been re-trained; Year 6 monitors carry out various responsibilities within the school environment. Each of these groups has written their own job descriptions and this provision is an outstanding feature.
95. Healthy eating is linked to foods from around the world. The annual 'Fruity Friday' event where pupils are provided with the opportunity to taste exotic fruits from around the world expands their knowledge and experience of fruit options and is innovative. Further development of global awareness has taken place through a 'Fair Trade' assembly for the whole school, highlighting the need to promote the use of products in a responsible manner.
96. Pupils benefit from a good range of work related activities and visits and they are linked wherever possible with the curriculum topics. Throughout the school pupils have good opportunities to develop their entrepreneurial skills. Children in the Early Years are involved in role-play activities following visits from people who help them. The School Council ran a stall at the local produce market, making and selling tubs of salad. They undertook price surveys and learnt about profit and loss.
97. The school attends well to national priorities for lifelong learning and community regeneration. Pupils gain credits for their achievements in a variety of areas throughout the school's involvement in the community and are involved in events such as the Community Council and Mumbles Development Trust activities and the annual Orchestra Workshop for five local schools and Bishop Gore. As a result, pupils are very well prepared for their next stage of their education.

Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features.

98. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
99. The manner in which the school cares for, guides and supports its pupils is outstanding. The school provides a happy, safe, secure and caring environment for its pupils and works closely in partnership with a range of agencies and support services. There are effective links with health professionals, behaviour support specialist teachers, speech therapists, social workers, educational psychologists and the educational welfare officer. The multi-disciplinary approach is particularly beneficial for children in challenging and vulnerable circumstances.
100. The school enjoys close and very effective working partnerships with parents and carers, which contributes significantly to quality support and guidance offered to children. An outstanding feature is the way in which the head teacher regularly consults parents and carers, listens carefully to them and takes into consideration their views and opinions. Links with parents are an outstanding feature of the school. Parents are very supportive and speak enthusiastically about the open door policy and state that they feel confident in approaching the school with any concerns in the knowledge that they will be addressed both promptly and sensitively. Parents are encouraged to help at school. One parent, with encouragement from the head teacher, now has a degree and has achieved a level three Forest School qualification. The school has a very supportive parent-teacher association (PTA) which makes an effective contribution to school life.
101. The School Council is very well established. It provides pupils with a voice and consequently, their views can be heard, listened to and acted upon when appropriate. Members of the council say that they appreciate this and are proud of the changes to school life that they have instigated.
102. The parents' questionnaire responses showed that most parents were very satisfied with the help and guidance their children received. The school plans and manages its care arrangements and support services exceptionally well. It quickly identifies and effectively reacts to individual needs and requirements, extensively using its comprehensive links with external agencies to good effect.
103. The school's induction procedures are very well established and highly effective. All adults offer outstanding support to children when they start school, and children feel secure and settle quickly into their new environment. In addition, children are very well supported as they prepare to leave for secondary school.
104. Pupils are particularly well cared for, guided and supported by a dedicated staff. This is a very significant feature of the school. Regardless of ability, race, gender or home background the school provides a very happy, welcoming and friendly environment for pupils to learn and play. Adults know pupils well and, in discussion, pupils confirm they feel safe and able to ask any adult for help. Personal and social education underpins the life of the school and pupils benefit from many rich experiences.

105. Registers are completed accurately and quickly at the start of the morning and afternoon sessions. The school has effective processes to monitor attendance and punctuality and is keen to ensure that procedures to improve figures are rigorously pursued. Most parents comply with the school's first day response system.
106. There are effective procedures to monitor behaviour and to take appropriate action when the occasional incident occurs. Golden Time, a period on Friday afternoons, rewards positive behaviour where those eligible can choose from a number of popular activities.
107. The school's provision for ensuring the healthy development and well being of pupils is outstanding. The school has a detailed policy and set of procedures to promote health and safety, including risk assessments, which are monitored consistently by the head teacher, staff and governors. Risk assessments are completed regularly prior to off-site trips and parental consent is received before all local trips and extra curricular sporting activities take place. There are regular fire drills and equipment is regularly checked in accordance with health and safety regulations. Children questioned were able to give an accurate recall of the evacuation process.
108. Arrangements for safeguarding pupils are robust, with current checks for all employees and adult helpers at the school in place. In addition, there are seven staff members who are certificated first aiders and all staff have received basic first aid training. All injuries and accidents are correctly recorded and parents immediately informed.
109. Very effective strategies are in place to promote healthy eating and a healthy lifestyle and parents are very supportive of this approach. In addition, the provision of healthy mid-morning snacks and meals at lunchtime, together with numerous after school sporting activities contributes to their well being.
110. The school has effective measures to deal with appeals and complaints and to promote the protection of children. The head teacher has designated responsibility for child protection issues. All adults in the school are well aware of the correct procedures to be followed and that training for all including governors is regularly updated.
111. The overall provision for learners with additional needs is outstanding. This includes the provision of English as an additional language and the provision offered in the Hearing Impaired Unit. The policy of early intervention is highly successful and the school's policy complies with the Code of Practice and the framework for inclusive education. The SENCo works very effectively with class teachers, associate staff and the governor with responsibility for additional learning needs. The SENCo, in consultation with class teachers, writes the pupils' individual education plans (IEPs). All interested parties keep the IEP records close to hand during the school day. Well-focused and achievable targets are set using pupil friendly language and the progress that pupils make towards these targets is closely monitored. This maintains very high levels of momentum and a high rate of good progress made by the pupils.

112. The school houses a well-resourced base to support pupils with designated hearing impairment, where pupils receive exceptional support and provision that meets their varied and often complex needs. Pupils are referred to this highly specialised unit by the LA and are fully included in all aspects of the school's provision whenever possible. This is an outstanding feature of the school's inclusive nature.
113. The SENCo and class teachers are very active in encouraging parents to work with the school in support of their children. Parents are fully informed and involved in an effective partnership with the school to ensure that they can support their children's learning at home. During withdrawal sessions that involve individuals or groups of pupils for additional support, work undertaken is successfully linked into ongoing class work. This in turn is very effectively linked into pupils' IEPs. This is an outstanding feature of provision. A very important feature of the school's outstanding provision for pupils with additional learning needs is the valuable work undertaken by the very well trained, highly effective support staff and a host of external agencies. The school rightly values the high quality support given by the LA in terms of provision by the education psychologist, behaviour management support team and English as an additional language staff and a host of other support agencies.
114. The school's behaviour management programme is very good. It is effective for all pupils and is based on the positive recognition of pupils' achievements and success and is aimed at reducing oppressive behaviour. Support for those pupils whose behaviour impedes their progress is highly effective.
115. The school has an appropriate policy for identifying and meeting the needs of the more able and talented pupils.
116. The school recognises and respects diversity. It promotes good race relations and pupils from different ethnic backgrounds feel valued. The school provides an excellent example of total inclusion and respect for diversity. The school complies with its specific duties in relation to identifying and addressing racial discrimination and promoting racial equality.
117. The school actively seeks support for the increasing number of pupils whose first language is not English or Welsh. Pupils with EAL integrate well and make good progress.
118. The school is totally committed to ensuring that all children are treated equally and is highly effective in promoting gender equality and actively addresses the issue of stereotyping. All activities are open to both boys and girls and the school actively encourages non-stereotypical choices of free choice activities or sport.
119. Through their knowledge of children's interests, needs and abilities, all practitioners effectively differentiate their questioning to ensure that the less able and most able have the opportunity to make very good progress in their learning. The school is particularly successful in providing for pupils from

disadvantaged backgrounds and those with medical or other special educational needs. This is an outstanding feature of its work.

120. Sensitive, discrete and individualised support is provided for those pupils whose behaviour may affect their own learning and the learning of other pupils. The way these pupils are integrated into mainstream classes and the progress they make are outstanding features.
121. Support for permanently or temporarily disabled pupils is very good. The classrooms situated on numerous levels have access to ramps. Appropriate adjustments have recently been made for pupils with hearing and walking difficulties. An Accessibility Plan and Disability Equality scheme are in place and operate very effectively.
122. The way the school embraces diversity is an outstanding feature of school life. Pupils have made visits to different religious places and visitors from different churches contribute regularly in school assemblies. There are numerous colourful and interesting displays celebrating and promoting diversity and numerous books on show and in the library embracing difference and celebrating diversity.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

123. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
124. There is a very strong sense of direction and purpose to the work of Grange school. The leadership and management of the school are good with outstanding features. An outstanding feature of the school is the head teacher's very effective leadership and clear sense of purpose and direction, which she provides. Since her appointment in 1993, the head teacher has put in place very sound structures to ensure that quality of provision and standards are maintained at a high level. Her vision for the school is reflected in its mission statement, which expresses its commitment to developing the full potential of each individual in a happy, secure environment. She relays effectively to all those involved in school life and it is this factor that has developed the school into a place that is frequently visited by practitioners to see good practice. Her commitment and that of her staff has been recognised locally and nationally. At the same time, she demonstrates great care and concern for both staff and pupils.
125. The school's commitment to each pupil is evident also in the aims of the school and the values it seeks to promote. These focus on the development of good attitudes, learning skills and the social and interpersonal skills, which are essential for all pupils to achieve well. Parents indicated their support and

appreciation of the values instilled by the school in the pre-inspection questionnaires.

126. The head teacher works very closely with all staff and over the years they have together established a very dynamic approach to school improvement. All members of staff, governors and parents play an important role in ensuring that the school continues to maintain its high standards. There are outstanding working relationships between all stakeholders and there is a genuine sense of teamwork.
127. The deputy head teacher is a highly effective practitioner and has a very positive effect on the management of the school. Core curriculum leaders provide effective leadership, monitoring standards in their subjects and clearly identify areas for improvement in particular. These are discussed with colleagues to ensure that they understand what is required of them in the process of raising standards. They also lead training for colleagues in areas that are a priority in the school improvement plan (SIP). This has raised teachers' confidence and has had a positive effect on standards. Currently, the school is extending this process and curriculum leaders are in the process of monitoring teaching and learning in the foundation subjects to raise standards further.
128. The school shows an outstandingly strong commitment to developing the expertise of both teaching and associate staff. The performance management system ensures that all members of staff value the opportunities available to improve their expertise. Training objectives for all staff reflect an excellent balance between the schools priorities and the needs of the individuals.
129. The work of the governing body is good with outstanding features. They have responsibility for subjects or areas and they carry out these responsibilities very effectively. They monitor the quality of provision by making regular visits to the school and are very well informed about its life and work. They receive and discuss information given by the subject leaders about pupils' progress, check targets, discuss data and debate and formulate policies. The chair of the governing body meets regularly with the head teacher and visits the school informally to maintain close contact. Her professional approach and first-class leadership is an outstanding feature of the school's governance.
130. Governors are proud of the school and are both committed to, and involved in school improvement. They make an important supportive and also challenging contribution in the current period of change, which is the result of the implementation of the Foundation Phase. They contribute to the construction of the SIP, which is then discussed fully before approval. The governing body approves each target and also sets its own targets. All statutory requirements are met.
131. Arrangements to allow teachers time for planning, preparation and assessment are thorough and the head teacher supports all teachers very well. All members of staff are mentored and this is effective in helping to ensure that everyone feels valued and supported in their work.

132. The school takes very good account of national priorities. The raising of standards in Welsh second language at key stage 2 is an on-going target and an action plan is in place to develop the Foundation Phase further. Sustainable development has a high priority while pupils learn good citizenship through their involvement in the School Council. A further priority is the school's preparation for the next stage of the Eco award.
133. The head teacher and staff, led by the deputy head teacher robustly analyse the school's performance data and set targets accordingly. Individual targets are also set and monitored by staff and pupils.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 1: Good with outstanding features

134. The findings of the inspection team match the judgement made by the school in its self-evaluation report. The inspection's findings agree with the school's judgement in its self-evaluation report in all seven key questions.
135. The school's self-evaluation procedures are extremely effective in enabling the school to evaluate its own work accurately and to plan for and monitor improvements. All aspects of school life are thoroughly and systematically reviewed and evaluated to identify both strengths and areas for improvement.
136. There is an outstanding culture of review and self-evaluation driving the staff and very well informed governors. They all contribute to the process of self-evaluation and are well aware of its findings. The process follows a well-established system and involves all members of staff, pupils, parents and governors. The views of all those who have an interest in the school are central to the evaluation process. The high profile School Council is a good forum that allows all pupils' views to be heard constructively.
137. The school's management structure closely defines the roles and responsibilities of all the areas and subjects for which members of staff have a key responsibility. Pupils' work and assessment results are carefully scrutinised for trends and weaknesses and individual pupil's progress is regularly monitored through a very detailed tracking system. Each core subject leader regularly reviews the areas for which they are responsible and present a detailed analysis of the findings including recent success and possible areas for development.
138. The role of the foundation subject co-ordinator in the monitoring of teaching and learning is developing and the school acknowledges that there is still more work to be done.
139. The school's self-evaluation report is extremely comprehensive and detailed, clearly identifying the various sources of evidence to support the outcomes for each of the seven key questions. These are used to inform the priorities in the development plan.

140. The school development plan is an outstanding document that clearly sets out responsibilities, costings, and time and success criteria. It is continuously reviewed and monitored for progress by staff and governors. Consistent and measurable improvements over the last three years are a direct result of previous plans and actions detailed in the school development plan, for example, the provision for outside play and IT. These are outstanding features.
141. The school has successfully addressed the key issues noted in the last inspection report and improvements are clearly evident in areas that needed developing. Progress since the previous inspection has been exceptional. Outstanding examples are the work undertaken in the development of IT and the profile of Welsh in general within the school.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features

142. The findings of the inspection team match the judgement made by the school in its self-evaluation report
143. There are sufficient teaching and non-teaching staff to meet the needs of the school. Staff have a broad range of experience, knowledge and expertise that is of considerable benefit to the school and its pupils. Specialist teachers, for example in music and volunteers with expertise in art, outdoor learning and sport make an outstanding contribution to the work of the school.
144. The school values its entire staff and ensures that they are very well qualified, trained and developed both personally and professionally. A number of staff not only share their expertise with colleagues but also more widely with other schools and educational establishments. The way in which teaching assistants and other support staff are deployed and managed is a particularly outstanding feature of the work of the school.
145. Appraisal and performance management systems are effective in identifying and meeting the future development needs of all staff. Management responsibilities are appropriately allocated and workforce remodelling including resources allocated have been well used. Teachers are given time away from their pupils to plan and prepare for their lessons. Arrangements for complying with workload agreements are in place. Newly qualified teachers and staff new to the school are well supported and mentored.
146. The school is imaginative in its deployment of its part-time staff, ensuring that their particular strengths are used to maximum effect. For example, pupils with ALN benefit from being supported by the very experienced teacher who also teaches classes when colleagues are planning and preparing lessons.
147. Pupils have access to a wide selection of good quality books and specialist equipment that stimulate their interest and enhance learning. The school is generously supplied with computers and staff use IT purposefully to stimulate and engage pupils in learning. This is an outstanding feature.

148. The full-time school clerk ensures smooth and efficient day to day running of the school. The school's administrative arrangements comply with its most recent audit.
149. The accommodation is very generous for the number of pupils on roll. Classrooms are comfortably furnished to create a pleasant learning environment. Stimulating displays in classrooms and corridors celebrate pupils' work and achievements. The school is exceptionally well decorated and common areas are attractive and welcoming to visitors.
150. The school is exceptionally well maintained. Maintenance and improvement needs are effectively prioritised and regularly addressed on a rolling programme and this is an outstanding feature of Grange. The caretaker and cleaning staff work tirelessly to ensure that the building is kept very clean and tidy and that the grounds are well tended.
151. The school is fortunate in having extensive grounds, which are used very effectively to benefit pupils. All pupils have regular opportunities to study and play out of doors using the stimulating range of equipment that includes a forest school area. Resources are kept under constant review by the head teacher, subject leaders and governors. This is a real strength, enabling the school to make the best use of all available resources. The very high standards at the end of Key Stage 2 are a testament to this.
152. The head teacher and governing body make very efficient and effective use of available money through careful budgeting and proactively seeking extra funding from various sources. The school ensures that spending is efficiently prioritised, whilst also ensuring that it has sufficient funds to meet unexpected contingencies. The school has established productive links with a considerable number of community contacts that are able to support the school financially or in kind or provide free expertise.
153. The finance committee meets regularly. Priorities for spending are carefully linked to the SIP and value for money is continually sought. The school continually works hard to reduce costs. The school offers a very stimulating curriculum and pupils achieve excellent standards; the school provides very good value for money.

Standards achieved in subjects and areas of learning

English

Key stage 1: Grade 1 - Good with outstanding features

Key stage 2: Grade 1 - Good with outstanding features

Outstanding features

154. Pupils throughout the school are very able communicators both with adults and with other children. In lessons, pupils of all ages are keen to ask and answer questions and hold discussions. Pupils listen attentively to their teachers and to

other adults and they quickly realise the need to adapt their spoken language and intonation of voice in different situations. Throughout the school, pupils eagerly explain their chosen tasks and effectively discuss their choices with their peers and teachers.

155. From key stage 1 onwards, pupils regularly use role-play and drama to help them make sense of the world around them and this gives them outstanding confidence in speaking. As a result, pupils rapidly develop high levels of confidence in speaking in all situations. As pupils move through the school, they frequently work collaboratively with others, regularly discussing their ideas and evaluating outcomes.
156. Pupils of all ages write very competently for a wide variety of purposes using different styles and many achieve outstanding standards. Within the context of their ages and abilities, pupils' creative writing is highly imaginative and creative and their factual writing is interesting and of a very high standard. Pupils' written work is presented to a very high standard and their handwriting is generally neat with correctly formed letters.
157. Throughout the school, pupils use a range of strategies to help them to spell accurately and employ these very successfully in their work. Pupils in Year 2 understand the genre of a play. Most pupils competently write an imaginary dialogue between animals and arrange this imaginatively to create a play script. They successfully identify rhythm in words when setting a poem to music.
158. Key stage 2 pupils produce a wide variety of creative and factual work, including newspaper reports, adventure books and poetry to a very high standard. Pupils in Year 5 have a very good understanding of how to write a letter and demonstrate this clearly when they write imaginative, empathetic letters home as an evacuee during World War 2.
159. Pupils correctly differentiate between fact and opinion when they are writing and understand that opinions and points of view may vary. Most older pupils produce purposeful sustained writing, successfully separating their ideas into paragraphs. Most pupils use speech marks correctly and often dramatically.
160. Standards of writing about a lifeboat project are outstanding and clearly support the judgement that the school achieves very high standards in English.
161. In their English lessons, most pupils in Year 6 correctly recognise and name connecting words. They use these accurately to join complex sentences together. Almost all pupils successfully use logic and deduction when considering where to place a 'connective' and its appropriateness for the sense of the sentence. All pupils discuss cause and effect with growing maturity in order to correctly sequence a complex sentence.
162. Pupils of all ages and abilities have very positive attitudes to reading and standards in reading are high. They read regularly to adults and to each other. Pupils visit the school library regularly and enthusiastically discuss the books they eagerly select. They regularly use books and the Internet for research

purposes. Key stage 2 pupils enthusiastically and clearly explain the cataloguing system the school library uses and confidently discuss the factors that influence their choice of reading materials. All pupils enjoy their guided group reading sessions of a variety of texts and genres with differing levels of challenge.

163. The majority of pupils in Year 1 read a factual text with interest, confidence and growing skill. Most pupils correctly answer questions about pirates from the text often using complex sentences. Most pupils know that adjectives are describing words and many understand alliteration and discuss this with increased interest.
164. In key stage 2, pupils read a variety of books with appropriate expression and understanding. Most pupils give outline accounts of the books they are reading, and they name their favourite authors, identifying many features of their work to a very high standard. Pupils in Year 6 select from a wide variety of reading materials when reading for pleasure and regularly choose to read newspapers designed specifically for children.
165. The use of Year 6 pupils as library monitors is a well developed practice at the school and further develops their confidence in reading and writing as they correctly check the pupils' selections of books and write reminder letters to late returnees.

Good features

166. In Year 2, pupils with additional learning needs successfully read a message in a bottle with support from their teacher. They are enthusiastic and eager to tackle unfamiliar words when faced with a challenging text. Pupils enjoy role-play when searching for pirate treasure; they sing and speak confidently. Pupils describe the pattern, colour, shape and texture of the treasure they discover using a very good range of vocabulary with increasing fluency and skill.

Welsh second language

Key stage 1: Grade 1 - Good with outstanding features

Key stage 2: Grade 2 - Good with no important shortcomings.

Outstanding features

167. Pupils in key stage 1 listen very well and speak with outstanding confidence as they talk to their teachers, other adults and each other. Their pronunciation is very good and they very quickly increase their vocabulary. These are outstanding features.
168. In key stage 1, the majority of pupils greet one another confidently; they respond positively to everyday routines through the medium of Welsh and use the language independently during their activities. As they dress after a physical education lesson, they naturally discuss their feelings with one another, for example 'wedi blino' and 'yn hapus'. They eagerly respond in Welsh as they share their likes and dislikes regarding the use of various sounds created in their music lesson.

169. In key stage 2, the way that the pupils confidently use the videoing conferencing facility with a local school is an outstanding feature. They carefully prepare their script and eagerly greet one another. They discuss the weather of the day before proceeding to forecast the weather for the following day. They display very strong enjoyment and explained that this activity helped them to gain confidence in using their knowledge of Welsh outside their known environment.
170. The majority of pupils in both key stages enjoy reading their Welsh books and they read with excellent understanding of the text. The majority of pupils correctly interpret the text into English and in key stage 2, the more able pupils predict events and check out their predictions with one another and this is an outstanding feature. Pupils in key stage 1 show a very good understanding of the text in bilingual signs in their classroom and around the school. Their use of newly purchased reading materials has provided improved reading opportunities for the pupils and raised their standards of reading.
171. As they move through key stage 1, pupils develop very good writing skills. Both Year 1 and Year 2 pupils label items correctly and write simple sentences with the help of an adult. At the end of Year 2, the majority of pupils correctly link all their learnt sentence patterns and independently create simple books which they proudly present to their peers to read.
172. Many key stage 2 pupils communicate and present information independently in their writing to a high standard. The more able pupils in Year 6 successfully form and justify their opinions and express their likes and dislikes in writing in a variety of topics across the curriculum. This is an outstanding feature.

Good features

173. In key stage 2, a few of the more able pupils progress to speaking at greater length using less English substitutions.
174. In key stage 2, the majority of pupils use Welsh to write across the curriculum, giving appropriate attention to spelling and punctuation.

Shortcomings

175. In key stage 2, many pupils show insufficient progress in their recall of oral patterns to engage in independent conversations. They are often dependent on adult support to remind them of their previously acquired knowledge.

Information technology

Key stage 1: Grade 1 - Good with outstanding features

Key stage 2: Grade 1 - Good with outstanding features

Outstanding features

176. In key stage 1, pupils' basic computer skills are developing very well. The confident way nearly all pupils use their IT skills significantly enhances their learning in all subject areas. As they progress through the key stage, almost all pupils work with very high levels of independence on computers, developing very good keyboard and mouse control techniques.

177. Nearly all pupils enter a range of text, change its appearance, log on and off their computer, follow instructions and print their work confidently. They move images on the screen with confidence and select and use simple tools very effectively to create pictures and colourful patterns.
178. Most pupils use their developing IT skills confidently across the curriculum as they record and retrieve a range of gathered information to support learning. Skills are further enhanced throughout key stage 2. Most pupils confidently change text, font size and colour using a wide range of art programs, demonstrating high levels of independence in saving, editing and printing.
179. Another outstanding feature in pupils' achievement is confidence and understanding relating to multimedia presentation. By the end of Year 4, most pupils confidently plan and create interesting presentations, for example, a story depicting the wreck of Admiral Prinz Adalbert. Pupils successfully use a range of text, their own art work, record sound effects, compose music to accompany suitable verse and create and record a series of detailed animations prior to presentation.
180. By the end of Year 6, most pupils confidently direct models to move in certain directions when they create an animated moving boat for the lifeboat project. They use a range of technological equipment to investigate and analyse the variation of light, sound and temperature in various locations throughout the school building.
181. Most pupils in Year 6 confidently copy and paste images independently, insert borders and rotate images on screen to create different effects. They use the Internet confidently when searching for specific information. For example, during a history topic relating to food rationing before producing a complex database, they created their own formulae to calculate costs. Most pupils clearly demonstrate very good problem-solving skills and select the most appropriate software to suit their needs with high levels of expertise. This is an outstanding feature.

Good features

182. The majority of pupils are beginning to make good use of the interactive whiteboard to consolidate their learning and generate high levels of enthusiasm for the subject.

Art

Key stage 1: Grade 1 - Good with outstanding features.

Key stage 2: Grade 1 - Good with outstanding features

Outstanding features

183. Pupils of all ages work regularly with practising artists and craft workers and, as a result, develop a very clear understanding of what they are trying to achieve. They have a very well-developed perception of art as a medium through which to express their own ideas and feelings, and not as something that other people do. This is an outstanding feature.

184. Pupils of all ages effectively link their work in art with their studies in other subjects, producing work of a very high standard. Examples of this are the whole school Mumbles community project about the sea and the recent study of lifeboats that very successfully combined art, music and creative writing.
185. Pupils of all ages thoughtfully and successfully evaluate and reflect critically on their own work and that of others. Using appropriate description and terminology, they comment on similarities between different works. They also relate their own work to the context within which it is intended, such as creating various moods and atmosphere using colour.
186. Most pupils in key stage 1 use IT software creatively to produce exceptionally attractive illustrations of an outstanding standard for their writing connected with the sea theme. Pupils in Year 2 effectively combine torn paper of differing textures and tints in aquatic shades, to emulate the different characteristics of the sea. They produce individualistic and realistic illustrations of very high quality. They use appropriate vocabulary, such as 'wavy' and 'texture' as they feel and choose their materials for colour and texture.
187. In key stage 1, the majority of pupils competently create high-quality clay models of animals as part of their themed activities. These are skilfully painted and the finished product is of a very high standard.
188. In their art lessons, pupils in Year 2 confidently experiment with and mix watercolours from a basic palette to create their own colours. They successfully experiment with a range of different techniques in the style of a number of Welsh artists as they study the work of Mike Jones, Ceri Richards and Kyffin Williams in particular. They talk confidently about similarities and differences in landscape painting styles. They display a very mature approach to creating effects with line and tone to develop their own outstanding landscape scenes.
189. Pupils make exceptionally good drawings of action figures based on careful observation of moveable models. They accurately observe and successfully recreate in their sketchbooks the way in which human limbs bend and move.
190. In key stage 2, pupils in Years 4 and 5 make exceptionally attractive collections of natural materials from the beach and use these imaginatively to create a sketch for a printing block. They carefully design their own printing blocks based on their sketches and use them to create skilfully a repeated rotating pattern on paper and fabric of an outstanding standard.
191. Pupils in Years 5 and 6 use textiles extremely effectively to create a most attractive wall hanging. Their very expressive work is an outstanding representation of the natural environment of trees, bark and sunlight through leaves. They are highly successful in combining tie-dye techniques with stitching, quilting and appliqué.
192. Pupils in Year 6 competently draw portraits of their friends during their art lessons. They have a good knowledge of proportion and accurately position features. They handle drawing pencils with skill and precision using shading techniques effectively to create depth to their work.

Good features

193. Many pupils record images of themselves and others effectively from memory and direct observations and they skilfully produce drawings of one another. They pay good attention to detail and sensitively discuss their drawings. This makes a good contribution to their spiritual development.
194. The majority of pupils confidently experiment and learn from their mistakes. They willingly and maturely explain how they overcame any difficulties. For example, they rapidly discover the optimum amount of paint to use and how hard to press down. They understand the need to mark the upper side of their block so as to see how many turns they have made and explain this in some detail. All pupils make strong connections with their work in mathematics and science. For example, they understand rotation and also realise that materials such as paper and fabric respond differently to the application of paint.

Music

Key stage 1 Grade 1 - Good with outstanding features

Key stage 2: Grade 1 - Good with outstanding features

Outstanding features

195. A significant number of pupils have excelled in examinations for violin, cello, flute and clarinet. All pupils in key stage 2 learn to read music whilst engaging in recorder lessons.
196. Very high standards are achieved by all pupils participating in an annual orchestra workshop for local primary and secondary schools as this provides a forum for the pupils to play in a large group situation. This is a unique experience for the pupils and is an outstanding feature.
197. In both key stages, pupils know an extensive range of songs and they sing enthusiastically and with very good diction. They really enjoy performing vocally and add instruments to enhance their performances, which are of a high standard. They all sing tunefully in unison and older pupils sing in two and three parts, having a very good awareness of note values and dynamics.
198. Most pupils in key stage 1 have an outstanding understanding of the musical elements and demonstrate pitch, duration, dynamics and structure in their compositions.
199. In key stage 1, all pupils imitate musical patterns and sing along with songs whilst listening to a recording. They listen very carefully and sing in tune. Pupils follow rhythms, clapping correctly and naming and identifying notes such as crotchets and quavers. They play a wide range of tuned and un-tuned instruments confidently, keeping both a steady beat and portraying mood and atmosphere. Their performance is of a very high standard.
200. All pupils listen carefully to various pieces of music from around the world and can recognise and describe the sounds. Key stage 1 pupils work exceptionally

well in groups and listen attentively to their own and others' musical compositions and many make mature suggestions on how these can be improved.

201. At key stage 2, pupils become increasingly aware of the mechanics of singing. They consider the importance of breathing and posture and their effect upon dynamics, diction, phrasing, pitch and duration. They imitate, memorise, internalise and recall musical patterns and songs. They have a very good understanding of vocabulary and use words such as 'legato' when discussing their performances.
202. Most pupils in key stage 2 create, select and organise many different percussion instruments to produce a specific atmosphere.

Good features

203. In key stage 1, pupils investigate the types of materials used in the making of instruments and younger pupils successfully design and make their own instruments.
204. In key stage 2, pupils listen attentively to pieces of music and confidently identify the different moods displayed. They perform 'rap' music in response to a range of stimuli in preparation for their performance related to anti-bullying. They continually work independently without adult support to improve their compositions and performance.

Physical education

Key stage 1: Grade 1 - Good with outstanding features

Key stage 2: Grade 1 - Good with outstanding features

Outstanding features

205. The school's positive promotion and development of individual talents in physical education has resulted in pupils achieving national status in the fields of table tennis, gymnastics and tennis. High-level sporting achievements include representing county and West Wales' teams in rugby, gymnastics and athletics.
206. Pupils throughout both key stages understand the need to warm muscles before vigorous exercise begins. They have a very good understanding of the effect of exercise on their bodies and how it helps them maintain a healthy lifestyle.
207. By the end of key stage 1, most pupils display very good gymnastic skills by confidently combining balance and movement using a variety of body parts, levels and pathways. Instructions are accurately followed, showing a very good understanding of vocabulary related to movement.
208. In Year 2, dancing is approached enthusiastically by all pupils. They interact very well with each other, are sensible and work effectively within the group. Most pupils use a very good range of dance steps based upon the movement of

well known animals. Many pupils demonstrate that they can think for themselves and movements are highly creative and precise.

209. In games, pupils in key stage 2 pupils confidently send and receive balls, catching and batting using different sized apparatus with very good control and accuracy. They change pace very quickly and safely, collaborating very well in team situations. Most pupils consolidate their skill development very well throughout key stage 2.
210. By Year 6, most pupils when challenged find solutions to problems, for example, by linking a series of controlled movements together using a range of body balancing positions. Most pupils display very good control, fluency and accuracy. Almost all pupils in Years 5 and 6 recognise that through practice they improve, underpinned by constructive self-criticism and detailed evaluation of the performance of others.
211. Although no swimming was observed, evidence indicates that by the end of Year 6 nearly all pupils swim unaided and are familiar with the principles of water safety. Most pupils undertake well planned residential experiences, including outdoor adventurous activities, for example, working as a cohesive team when challenged to build a suitable 'bridge' structure across an area of make believe polluted water.

Good features

212. In key stage 1, most pupils co-operate well in small groups to create sequences of movements in gymnastics that they perform confidently.

School's response to the inspection

The Governing Body, Staff and Pupils are delighted with the findings of the recent inspection and are very proud of the report, which recognises Grange Primary as being an outstanding school.

The progress made since the last inspection is a testament to the partnership between Governors, Parents, Staff and Pupils. We believe that our success is a direct result of the outstanding quality of leadership, dedication and commitment of the Head teacher and Staff Team at Grange. The many outstanding features and exceptionally high grades reflect our school and we are proud to be part of this 'highly inclusive community'. We are so pleased to see that the ethos of our school shines through in all aspects of our work.

We are particularly pleased to see that the report recognises the very high standards of teaching which are seen as being 'stimulating and challenging', motivating and inspiring our pupils. The report clearly recognises the excellent behaviour, exceptional standards and progress achieved by all our pupils.

We will continue to 'Aim High Together' in order to ensure that the quality of experiences offered within our well-maintained school using an 'exceptional range of quality resources' continues in the years to come. We will aspire to provide the very best, both in terms of indoor and outdoor educational opportunities - something that we see as vital to the success of our school.

We wish to thank the Inspection Team for their courtesy and offer particular thanks to Mrs Carolyn Thomas, Registered Inspector, for the way in which she led her team, thoroughly examining evidence and making clear judgements on our work.

Appendix 1

Basic information about the school

Name of school	Grange Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	West Cross Avenue Swansea
Postcode	SA3 5TS
Telephone number	01792 404766

Headteacher	Mrs Nicola Martell
Date of appointment	1 May 1993
Chair of governors/ Appropriate authority	Mrs Jackie Coates
Registered inspector	Mrs Carolyn Jane Thomas
Dates of inspection	17 November 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	7.5	24	29	23	20	32	11	28	174.5

Rising 3's - 8 pupils

Hearing Impaired unit – 4 pupils

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	2	10

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	28:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	1:4
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	85.1%	93.9%	93.37%
Autumn 2007	92.3%	89.9%	94.12%
Spring 2008	93.4%	86.4%	93.90%

Percentage of pupils entitled to free school meals	14%
Number of pupils excluded during 12 months prior to inspection	Nil

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		20		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	14	57	29
		National	0	3	14	63	20
En: reading	Teacher assessment	School	0	0	19	43	38
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	0	14	67	19
		National	0	5	16	67	11
En: speaking and listening	Teacher assessment	School	0	0	5	62	33
		National	0	5	16	67	11
Mathematics	Teacher assessment	School	0	0	5	57	38
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	5	62	33
		National	0	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	86	In Wales	80
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		26						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	6	6	48	39
		National	0	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	12	3	45	39
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	3	9	52	36
		National	0	0	0	0	0	2	12	52	32

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	82	In Wales	74
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D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

- A team of four inspectors spent eight inspector days at the school.
- Pre-inspection meetings were held with staff, parents and governors.
- Twenty-nine questionnaires were returned by parents and were analysed.
- The school's self-evaluation report and a comprehensive range of other documents were examined.
- 28 lesson and part lesson observations were undertaken.
- A peer assessor from a school outside the LA was a member of the team and assisted in the collection of evidence, the sampling of pupils' work and the observation of lessons.
- Samples of pupils' work from across the age and ability ranges were examined.
- Inspectors talked to pupils and listened to them read.
- Inspectors attended a School Council meeting and observed lunch times and break times.
- Inspectors attended daily acts of worship.
- Post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Carolyn Jane Thomas Registered Inspector	Context, Summary, Recommendations & Appendices Key Question 1, 2 and 5 Contributions to Key Question 3 Welsh second Language Music
Mr Peter Clark Team Inspector	Key Question 4 and 6 Contributions to Key Questions 1, 2 and 4 IT PE
Mrs Jan Marsden	Key Question 3 and 7 Contributions to Key Question 2,3,4 English Art
Mr Ivor Petherick Lay Inspector	Contributions Key Questions 1, 3 and 4,
Mr David Clark Peer Assessor	Contributed to all key Questions.
Mrs Nicola Martell Headteacher / Nominee	Liaison between the inspection team and the school Provision of information

Acknowledgement

The inspection team wish to express their thanks to the governing body, head teacher, staff, parents and pupils of Grange school for the co-operation and assistance both before and during the inspection.

Contractor

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