

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

A Report on the Quality of Education in

**George Street Primary School
Wainfelin Road
Pontypool
Torfaen
NP4 6BX**

School Number: 6782308

Date of Inspection: 04 February 2008

by

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Date of Publication: 09 April 2008

Under Estyn contract number: 1116208

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George Street 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 George Street Primary School took place between 04/02/08 and 07/02/08. An independent team of inspectors, led by Merfyn Douglas Jones 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. George Street Primary and Nursery School is situated in the small town of Pontypool, Torfaen and it caters for pupils aged between three and eleven years. Pupils are drawn from a well-established residential area which the school identifies as being economically disadvantaged.
2. The school site boasts extensive grounds and an attractive modern building.
3. Currently, there are 250 pupils on roll and 62 children in the nursery on a part-time basis. The intake includes the full range of ability, academically and socially but is generally below the local education authority average ability.
4. Twenty-five per cent of pupils are entitled to free school meals and 35 per cent are identified as having special educational needs (SEN). This is above the national average.
5. Nearly all the pupils come from English speaking homes. None speak Welsh as a first language and three per cent are from non-white ethnic backgrounds. Approximately nine per cent are from a Gypsy Traveller backgrounds. Five children are registered as 'Looked After' by the local authority. No pupils receive support for learning English as an additional language.
6. Five pupils were temporarily excluded between January 2007 and February 2008. In the previous 12 months (2006 – 2007), there were 49 fixed term exclusion days, which was well above national average.
7. Including the head teacher, there are nine full-time and three part-time teachers. There are also two full-time and twelve part-time learning support assistants.
8. The present head teacher was recently appointed in January 2007.
9. The school was last inspected in February 2002.

The school's priorities and targets

10. **The school's mission statement:**

Together at George Street Primary and Nursery School, we aim to:

- create an environment which is safe, caring, happy and challenging for the whole school community;
- create a flagship of excellence where everyone feels confident, valued, respected and equal;
- ensure everyone's potential is fulfilled;
- create lifelong learners, and
- transform lives.

11. **The school's main aims are to:**

- create a safe, happy and stimulating environment;
- provide high quality learning and teaching experiences;
- provide a stimulating and enriched curriculum;
- promote high standards and expectations of behaviour and moral values;
- ensure all pupils are independent thinkers;
- ensure that home and school work in partnership;
- commit to equal opportunities.

12. **The school's priorities and targets for 2007 – 2008 are to:**

- raise standards in writing;
- ensure all pupils are tracked and have challenging targets;
- ensure all lessons have clear objectives, appropriate differentiation and consistent behaviour management;
- implement a skill based curriculum;
- plan the Foundation Phase;
- embed bilingualism;
- improve attendance and punctuality;
- ensure clarity of staff roles;
- evaluate role of Senior Management Team and have clear line management structure in place.

Summary

13. George Street Primary School is a fast improving school where the head teacher and staff work extremely hard to provide an outstanding caring and supportive environment. The head teacher's leadership and vision are outstanding features.

Table of grades awarded

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

Standards

14. Pupils' standards of achievement in the subjects during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	91%	9%	0%	0%

15. These figures are above the national target of 98 per cent of lessons to be grade 3 or better by 2010.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

16. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's learning. The under-fives achieve good standards in their knowledge and understanding, and they make good

progress in the key skills of speaking, listening, reading, writing, numeracy and the use of information and communications technology.

17. Pupils in both key stage 1 and key stage 2 make good progress and achieve good standards in the key skills of speaking and listening, reading, numeracy and the use of information and communication technology (ICT). However, there are some shortcomings in their writing skills.
18. Bilingualism is well integrated into the life of the school and, as such, the pupils' bilingual skills are developing well. Pupils also have a good knowledge of the heritage and culture of Wales.
19. Generally, pupils' creative, problem-solving and independent learning skills are good. Pupils succeed regardless of their ability, gender or social background.
20. Baseline assessments indicate that standards on entry are generally below the Local Education Authority (LEA) averages. End of key stage assessment results over the last three years are generally well below local and national averages in both key stages.
21. When compared to similar schools, i.e. schools with a similar percentage of pupils (below 32 per cent) entitled to free school meals, the key stage 1 core subject indicator results in 2007 are below average.
22. Also, when compared with similar schools, key stage 2 results are generally below the average. They remain in the bottom 25 per cent.
23. Whilst recognising the under attainment, individual pupils make good progress towards meeting their own targets. Their attitude towards learning is good and the majority are eager to learn and work hard.
24. There is a discrepancy between the performance of boys and girls in both key stages. Girls generally outperform boys in all three core subjects but the gap is slowly being narrowed.
25. Pupils, including those with special needs or 'looked after', are making good progress in their personal, social, moral and wider development. It is evident that relationships across the school are built upon mutual respect and trust.
26. Pupils have a clear understanding of what is expected of them and, for the vast majority, their behaviour is very good. There is however a small minority whose behaviour is challenging.
27. The school has recently reviewed its Behaviour Policies and the number of fixed term exclusions has since dropped dramatically.
28. The average attendance for the three terms prior to the inspection was 91.21 per cent. The majority of pupils arrive punctually for school and for lessons, although there are a few pupils who regularly arrive late.

29. Pupils' spiritual, moral, social and cultural development is good overall. Their understanding of their community and the workplace is also good.

The quality of education and training

Grades for teaching

30. In the 39 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	74%	8%	0%	0%

31. These figures exceed the target for 2010 for the quality of teaching to be grade 2 or better in 80 per cent of classes.
32. Teaching in the Early Years is consistently good; with a wide variety of activities that motivate children and are clearly linked to the Desirable Outcomes for Children's Learning. Teaching in both key stage 1 and key stage 2 is consistently good and sometimes outstanding.
33. All teachers actively address the issues of gender, race and ability and promote equality of opportunity for all pupils. Teachers have good relationships with their pupils and most demonstrate consistent and effective pupil management, particularly with pupils who have behavioural problems.
34. Lessons are well planned with clear objectives, which are explained to pupils at the start of each lesson. The needs of individual pupils, including those with SEN, are taken fully into account and this is an outstanding feature.
35. Learning support assistants are deployed and used effectively. They are capable and knowledgeable and make a significant impact on pupils' learning.
36. Where there are shortcomings, lessons are too teacher-directed and behaviour management inconsistent.
37. Outstanding features include challenging activities very well matched to pupils' abilities, clear explanations and open-ended questioning.
38. The school has good assessment procedures in place to guide teaching and to make sure that all pupils, including those with SEN, make good progress in their learning objectives. A good range of established and proven tests is used by teachers to determine standards of pupils work in core subjects.
39. Self-evaluation is a vital part of most lessons. However, pupils' ability to conduct their own self-assessment to enable them to set their own targets and improvements is underdeveloped in some classes.
40. The reports to parents conform to statutory requirements and are of good quality. They usefully identify what pupils have achieved and what they need to do in order to improve their work.

41. The quality and range of learning experiences for all pupils are good. They meet the needs and interests of all pupils and are totally accessible, particularly for those pupils who have additional learning needs. For those pupils who have special educational needs (SEN), the curriculum is outstanding.
42. There is also very good provision for pupils' personal and social development and they are gaining a good understanding of health related issues.
43. There are excellent opportunities for learning outside the classroom. Educational visits and visitors contribute very well in supporting and enhancing the curriculum. Local places of interest are visited regularly and pupils take part in various sporting and cultural events, as well as attending a residential outdoor pursuits centre.
44. Opportunities to use the Welsh language, such as in a weekly Welsh school assembly and the daily tuck shop, make a substantial impact on bilingualism. The *Cwricwlwm Cymreig* is well integrated across the curriculum.
45. Effective work is done to include parents in the life of the school and to improve links with local businesses and other interested partners. Partnerships with local schools, colleges and universities are well established.
46. The school organises a number of educational, vocational and cultural visits for the pupils. Together, these visits enhance the pupil's knowledge and inform them about work and the wider world.
47. The school promotes sustainable development and global citizenship across the curriculum extremely well. With its active ECO Committee, it has achieved the Bronze and Silver Awards and is now working towards Green Flag status.
48. The development of pupil's entrepreneurial and decision-making skills is an area where the school recognises the need for further development.
49. The School Council, ECO Committee and the buddy system are effective means of providing pupils with responsibilities. Pupils take their roles seriously and are very proud of their positions.
50. The breadth and quality of the curriculum, extra-curricular opportunities, business enterprise and work-related education ensures that the learning experiences reflect national priorities and lay the foundation for lifelong learning. This is outstanding.
51. The school provides a happy, supportive, caring and safe environment for pupils to learn. This provision is outstanding. Parents appreciate the high quality of care that their children receive and the school's open-door policy.
52. Induction for new pupils is well established and effective. Transition to West Monmouth Comprehensive School is effective and well structured.

53. The school carefully monitors pupil's attendance, punctuality, behaviour and performance. It operates behaviour tracking sheets to monitor pupil's behaviour and there is significant support for those pupils who have behavioural difficulties.
54. The school has good policies and procedures in place to ensure the healthy development, safety and well-being of pupils. It has an effective Food and Fitness policy and has been awarded the Healthy Schools Award.
55. The head teacher is the designated Child Protection Officer. All staff have received relevant training in child protection and are aware of correct procedures.
56. Provision for pupils with additional learning needs, including those pupils who have special educational needs (SEN) is outstanding.
57. There is no difference in the treatment of boys and girls. All pupils, regardless of gender, faith, cultural, linguistic or additional learning needs are challenged and expected to achieve high standards.
58. The arrangements in the school to assist disabled or handicapped pupils are excellent. This is an outstanding feature.
59. There is an all-pervading ethos in the school of the rights of individuals and of the responsibilities that follow.

Leadership and management

60. The school has a clear mission statement and overall aims with regard to teaching and learning, partnerships, behaviour and equal opportunities.
61. The recently appointed head teacher has an outstanding vision and determination to improve all aspects of school life for the benefit of all the pupils. She provides outstanding leadership and has successfully moved the school forward in terms of strategic management issues since her appointment 12 months ago.
62. She is very well supported by a hard-working senior management team, teachers and classroom support staff, who work together as an effective team and take their responsibilities seriously. However, monitoring of teaching by subject co-ordinators is not fully developed.
63. The school demonstrates that a good deal of preparation for the implementation of the Foundation Phase has been carried out. However, there is room for further development.
64. The governing body meets regularly and has a well-established and effective committee structure.

65. Self-evaluation procedures are comprehensive and effectively based on first hand experience. They involve all the school's stakeholders, including parents and pupils. The head teacher has developed an outstanding culture of review and self-criticism among the staff, governors and pupils.
66. The extremely detailed self-evaluation report clearly identifies the school's strengths and areas for development, referring to appropriate sources of evidence to support the outcomes for each of the seven key questions. These inform the priorities in the school development plan. The report is outstanding in the clarity and honesty of its findings.
67. The school has made good progress since the last inspection. All of the key issues have been well addressed.
68. There is a sufficient number of well-qualified, dedicated and experienced teachers to meet the needs of all pupils, including those with SEN. The deployment and development of staff are outstanding features.
69. The overall quality and quantity of resources to support work across the curriculum is good. The quality of the accommodation and the use made of it by teachers is an outstanding feature.
70. The school is fortunate to have an excellent site manager and cleaning staff who maintain the school, its grounds and classrooms to a consistently high standard. The school's efficient administrative staff ensure that the day-to-day routines of the school are smooth and well run.
71. All the school's resources are regularly audited. Governors, the head teacher and staff manage the budget well with the support of LEA officers. Taking into account all these aspects, it is clear that the school gives good value for money.

Recommendations

72. In order to improve, the school needs to:
- R1 Continue to raise standards in subject areas, particularly the core subjects, and to develop pupils' writing skills across the curriculum;
 - R2 Further develop the role of the subject co-ordinators in monitoring teaching and learning;
 - R3 Continue to prepare the Early Years for the introduction of the Foundation Phase;
 - R4 Fully involve pupils in their own target setting and provide more opportunities to improve pupils' entrepreneurial skills.

NB: Each of the four recommendations, apart from the improvement to pupils' entrepreneurial skills, have been identified by the school in its recent school development 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 3: Good features outweigh shortcomings

73. The findings of the inspection team match the judgements made by the school in its self-evaluation.
74. Pupils' standards of achievement in the subjects during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	91%	9%	0%	0%

75. These figures are above the national target of 98 per cent of lessons to be grade 3 or better by 2010.
76. Standards of achievement in the subjects inspected are as follows:

Subjects	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

77. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's learning. The children achieve good standards in their knowledge and understanding, and they make good progress in the key skills of speaking, listening, reading, writing, numeracy and the use of information and communications technology.
78. Pupils with special needs (SEN) make good progress and achieve the targets set in their individual educational plans. They respond well to the good support provided.
79. Pupils in both key stage 1 and key stage 2 make good progress and achieve good standards in the key skills of speaking and listening, reading, numeracy and the use of information and communication technology (ICT). However, there are some shortcomings in their writing skills.
80. Bilingualism is well integrated into the life of the school and, as such, the pupils' bilingual skills are developing well. Pupils have a good knowledge of the heritage and culture of Wales, through *Y Cwricwlwm Cymreig*.

81. Generally, pupils' creative, problem-solving and independent learning skills are good.
82. Pupils succeed regardless of their ability, gender or social background. Discussions with pupils indicate that they are aware that everybody is treated the same and given the same opportunities.
83. Baseline assessments indicate that standards on entry are generally below the Local Education Authority (LEA) averages.
84. End of key stage assessment results over the last three years are generally well below local and national averages in both key stages.
85. However, in key stage 1, there was an improvement in the core subject indicator in 2007. That is, the percentage of pupils achieving level 2 or above in all three subjects of English, mathematics and science.
86. When compared to similar schools, i.e. schools with a similar percentage of pupils (below 32 per cent) entitled to free school meals, key stage 1 core subject indicator results in 2007 are below average but they do show an improvement from the previous two years.
87. Also, when compared with similar schools, key stage 2 results are generally below the national average. They remain in the lowest 25 per cent. However, the current cohorts of pupils have challenging but realistic targets and assessment results are predicted to improve.
88. Whilst recognising the under attainment over the past two years especially, individual pupils make good progress towards meeting their own targets. Their attitude towards learning is good and the majority are eager to learn and work hard. However, their awareness of their own learning is underdeveloped.
89. There is a discrepancy between the performance of boys and girls in both key stages. Girls generally outperform boys in all three core subjects. This has been identified by the school and it remains a priority in its development plan, and the gap is beginning to close in English.
90. Pupils, including those with special needs or who are 'looked after' by the local authority, are making good progress in their personal, social, moral and wider development. All pupils freely express their views, knowing that they can ask questions and that they will be answered fully. They are clear about the high expectations made of them in terms of their behaviour. In discussions with pupils, they confirm that incidents of bullying are rare, and they know that the school's policy on bullying has clear guidelines and sanctions.
91. Pupils have a clear understanding of what is expected of them and for the vast majority their behaviour is very good. There is however, a small minority whose behaviour is challenging.

92. Pupils are generally polite, courteous and respectful to one another and adults within the school community. They move around the school in a sensible and orderly manner and take good responsibility for their own behaviour. Buddies are elected from year 6 pupils and they provide a responsible buddy system throughout the school.
93. The school recently reviewed its Behaviour Policies, and the number of fixed term exclusions have since dropped dramatically.
94. Pupils' overall behaviour and attitudes reflect the great emphasis the school places on consideration, courtesy, diversity and regard for all who are involved with the school community.
95. The average attendance for the three terms prior to the inspection were below the target figure of 95 per cent set by both the school and Welsh Assembly Government, due in part to parents taking their children out of school for family holidays. Attendance is below the average attendance figures for Torfaen primary schools and the all Wales figures. The whole school unauthorised absence figure is minimal at 1.4 per cent.
96. The vast majority of pupils arrive punctually for school and for lessons, although there are a few pupils who regularly arrive late.
97. Pupils' spiritual, moral, social and cultural development is good overall. They are aware of the cultures, faiths and traditions of others and appreciate the need for mutual respect.
98. Pupils have a developing understanding of their place in the community and the workplace through their visits into the locality.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

99. The findings of the inspection team match the judgements made by the school in its self-evaluation.
100. In the 39 lessons or part lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	74%	8%	0%	0%

101. Teaching shows good features, with no important shortcomings, in 92 per cent of the 39 lessons observed. Within this proportion 18 per cent had outstanding features.
102. These figures are above those reported in the Chief Inspector of Schools Annual Report for 2005 – 2006 when the quality of teaching throughout Wales was grade 2 or better in 79 per cent of lessons. They also exceed the target for 2010 for the quality of teaching to be grade 2 or better in 80 per cent of classes.
103. Teaching in the Early Years is consistently good, with a wide variety of activities that motivate children and are clearly linked to the Desirable Outcomes for Children's Learning. The learning environment for these children, particularly in the nursery, effectively promotes the skills and attitudes necessary for learning.
104. All teachers actively address the issues of gender, race and ability and promote equality of opportunity for all pupils. Staff have received training from the Gwent Multiethnic Support Service and have attended awareness raising conferences on the issues relating to Gypsy Travellers, and this impacts positively on their teaching.
105. Teachers have good relationships with their pupils and most demonstrate consistent and effective pupil management, particularly with pupils who have behavioural issues.
106. Adults work hard to raise pupils' self-esteem by showing concern and giving regular praise and encouragement.
107. Lessons are well planned with clear objectives, which are explained to pupils at the start of each lesson. The needs of individual pupils, including those with SEN, are taken fully into account and this is an outstanding feature.

108. The planning for the development of pupils' bilingual skills is good and there is regular use of incidental Welsh during the day. Opportunities to use the language, such as in a weekly school assembly and the daily tuck shop, make a substantial impact on bilingualism.
109. Teachers make good use of questioning to elicit pupils' views and feelings, and to develop their communication and investigative skills. They intervene sensitively to support pupils and give clear explanations.
110. They use appropriate resources and artefacts to enhance pupils' learning and pupils are well motivated by a variety of experiences, including visits and visitors.
111. Learning support assistants are deployed and used effectively. They are capable and knowledgeable and make a significant impact on pupils' learning.
112. Teachers have good up-to-date subject knowledge through regular in-service training and demonstrate enthusiasm in their teaching. Their knowledge and understanding of the requirements of the national curriculum is very good.
113. Where there are shortcomings, lessons are too teacher-directed and behaviour management inconsistent.
114. Outstanding features included:
 - tasks and activities that are challenging within a set time scale and very well matched to pupils' abilities;
 - the clarity of explanations and the quality of questioning, and
 - the pace and rigour of the lesson.
115. The school has good assessment procedures in place to guide teaching and to make sure that all pupils, including those with SEN, make good progress in their learning objectives.
116. A good range of established and proven tests is used by teachers to determine standards of pupils' work in core subjects. The assessment of standards in foundation subjects is at an earlier stage of development.
117. Teachers use 'formative' assessment on a regular basis through talking to learners, through their marking and through the monitoring of work in books. The information gained from all these assessments are used well to evaluate and enhance planning and where appropriate adjust the focus of teaching strategies.
118. Teachers keep comprehensive records of pupils' achievements. They use a good computerised tracking system well to keep an overview of the progress individual pupils make.
119. Clear guidelines are given to pupils to help them improve their work and they are fully aware of what is expected of them. Teachers and pupils formulate targets for improvement in core subjects at two levels, realistic and achievable

and also ambitious. Ambitious targets are designed to establish an ethos of high expectations within the school community and to spur individual pupils on to achieve more highly.

120. Self-evaluation is a vital part of most lessons. Pupils respond well to the challenge of determining strengths and aspects of work that might be improved at the end of activities. However, pupils in some classes do not conduct their own self-assessment to enable them to set their own targets for improvement. This aspect of assessment appears for development in the school's self-evaluation report.
121. Teachers meet regularly to moderate samples of pupils' work in core subjects to improve their own assessment skills and overall consistency.
122. The reports to parents conform to statutory requirements and are of good quality. They usefully identify what pupils have achieved and what they need to do in order to improve their work. Comments within these reports are however, sometimes a little too general.
123. The school is very effective in providing many opportunities for parents to speak to teachers, view lessons in progress and to look at their children's books. These formal and informal occasions occur at different times during the school year and are well appreciated by parents. They give parents a good overview of the progress their children make in their schoolwork.

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

Grade 2: Good features and no important shortcomings

124. The findings of the inspection team match the judgement made by the school in their self-evaluation report.
125. The quality of educational provision for the under-fives is appropriate to their needs. Children are making good progress towards the Desirable Outcomes for Children's Learning. Their curriculum is very well planned and offers a rich range of opportunities which enhance their learning, both in and out of the classroom.
126. The quality and range of learning experiences for all pupils is good. It meets the needs of all pupils and is totally accessible, particularly for those pupils who have additional learning needs. For those pupils who have special educational needs (SEN), the curriculum is outstanding.
127. The curriculum fully meets statutory requirements. It is broad and balanced and very well planned, ensuring coherence and progression in pupils' learning. All pupils are receiving their full entitlement.

128. There is also very good provision for pupils' personal and social development and they are gaining a good understanding of health related issues.
129. Planning is good for the development of basic and key skills. In all subjects, there is provision for pupils to consider additional skills they have covered, including the use of information, communication and technology (ICT) and bilingualism.
130. George Street Primary is a pilot school for the "First Steps" literacy project. Since its introduction to the school in September 2007 it has had a good impact upon the progression of standards in literacy across the school.
131. Opportunities to use the Welsh language, such as in a weekly Welsh school assembly and the daily tuck shop, make a substantial impact on bilingualism. The *Cwricwlwm Cymreig* is well integrated across the curriculum.
132. There are excellent opportunities for learning outside the classroom. These include numerous outdoor facilities on site, as well as a range of extra-curricular activities including French club, hockey, football, country dancing, ECO club, ICT, Welsh and craft club. There are choirs in both key stages. The variety of activities offered is outstanding.
133. Educational visits and visitors contribute very well in supporting and enhancing the curriculum. Local places of interest are visited regularly and pupils take part in various sporting and cultural events, as well as attending a residential outdoor pursuits centre.
134. Local and national initiatives are followed, such as 'Read a Million Words', which have resulted in the school being recognised for its enhanced curricular provision. External services are used to help raise awareness about a range of topics, including bullying and drug abuse.
135. The promotion of pupils' spiritual, moral, social and cultural awareness is good overall. Provision for pupils' personal development is good across the school. They speak openly about their feelings of responsibility and self-worth. It is evident that relationships across the school are built upon mutual respect and trust. This is reflected in school assemblies, which have a strong moral theme flowing through them.
136. There are many opportunities in other areas, such as discussion groups and at the end of lessons, for pupils to reflect on their actions and achievements. Pupils are given enhanced opportunities to develop their social skills as they work and play together, both in and out of the school environment. In the main, pupils show respect to others and themselves.
137. There are many opportunities during the school day for pupils to reflect on their place in the world and to experience delight and wonder.
138. Effective work is done to include parents in school and to improve links with local businesses and other interested partners. Many parents visit school and

help across the curriculum and with fund raising. Partnerships with local schools, colleges and universities are well established.

139. The school enjoys links with the Education Business Partnership and Careers Wales Gwent. Industrialists come to school to talk to the pupils about the workplace. Due to staff illness the school has not in the past year been able to take up opportunities to work in industry.
140. A number of other visitors also come to the school including, community police, fire service, business people, storytellers, 'Mrs Tufty' road safety, as well as parents and grandparents.
141. The school organises many educational, vocational and cultural visits that include workplaces and places of interest locally. Together, these visits enhance the pupils' knowledge and inform them about work and the wider world.
142. The school provides pupils of all abilities and backgrounds equality of access to the curriculum. It has attained the Basic Skills Quality Mark for the third time and uses a variety of teaching methods and activities to ensure that all pupils can participate in curricular, sporting and other extra curricular activities. All pupils are encouraged to achieve success and to participate fully in the life of the school.
143. Staff have received training under the 'GEMMS' programme and this has enabled them to raise issues with pupils around stereotyping with particular reference to mutual understanding of the traditions and beliefs of pupils from the Gypsy Traveller community.
144. The school promotes sustainable development and global citizenship across the curriculum extremely well. Pupils recycle paper, mobile phones, printer cartridges and stamps and have composting bins for fruit skins with the resulting compost being used on the school garden.
145. As part of their studies pupils have visited the local allotment association where they have been involved in the planting and harvesting of salad crops and vegetables, some of which they have brought back to for use in the school kitchen.
146. The school, with its active ECO Committee, has achieved the Bronze and Silver Awards and is now working towards Green Flag status.
147. A 'world week' was held at the school last year when pupils were able to see and participate in dance from around the world and to taste foods from different countries. Each year-group concentrated on different cultures then shared their experiences with other year groups. These experiences enhance their understanding of global citizenship. Pupils run the fruit tuck shop and organise raffles to benefit a number of local national and international charities.

148. The development of pupil's entrepreneurial and decision-making skills is an area where the school recognises the need for further development.
149. The breadth and quality of the curriculum, extra-curricular opportunities, business enterprise and work-related education ensures that the learning experiences reflect national priorities and lay the foundation for lifelong learning. The provision is outstanding.

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

Grade 1: Good with outstanding features

150. The findings of the inspection team differ from the school's grade of Grade 2 in its self-evaluation report. Due to the outstanding level of provision for pupils' personal and behavioural support, the inspirational support given to those pupils with additional learning needs and the high quality of provision for equal opportunities, the inspection team awarded grade 1.
151. The school provides a happy, supportive, caring and safe environment for pupils to learn. This provision is outstanding. There is a very well-structured pastoral system within the school and pupils are happy with the quality of support they receive.
152. Parents appreciate the high quality of care that their children receive. There are good links with other support services.
153. An open door policy operates at the school. Parents are encouraged to meet with the head teacher and teachers to discuss any concerns and to act jointly upon them. Annual parent surveys are undertaken and the school works with parents to reduce any areas of concern.
154. Parents are invited into school for celebration assemblies and also to open days and afternoons where they can see and work with their children. The school has a number of parent helpers.
155. Induction for new pupils is well established and effective. Parents bring their children in on the registration days and are welcome to stay until such time as they and their children feel settled. Year 5 pupils act as one to one buddies to the nursery pupils and to new entrants during the year.
156. There is extremely high quality personal support and guidance given throughout the curriculum. There is continuous auditing of support to ensure maximum care and protection for all pupils. This leads to every pupil feeling valued and looked after. They know that they can seek support at all times and feel confident in asking staff for guidance. This is an outstanding feature.
157. Transition to West Monmouth Comprehensive School is effective and well structured and includes bridging topics in English, mathematics, Welsh, science and art. Year 10 pupils from the Comprehensive school make a

presentation at the year 6 assembly and year 6 pupils have taster days at the comprehensive school in the autumn and summer terms.

158. The school carefully monitors pupil's attendance, punctuality, behaviour and performance. School reports include individuals' attendance record together with a statement of the school's expectation for at least 95 per cent attendance.
159. Good procedures exist with the Education Welfare Officer and other agencies should the non-attendance, punctuality or behaviour of a pupil give rise to concern. School rules are displayed around the school and there is an effective Rewards and Sanctions Policy known to pupils, staff, parents and carers.
160. All school staff are trained in assertive discipline. The school held an anti-bullying week in the autumn term, which reinforced its Assertive Discipline Policy.
161. The school operates behaviour tracking sheets to enable teachers to monitor pupils' behaviour. With the implementation of this initiative, the Assertive Discipline Policy, supplemented by the Rewards and Sanctions Policy, the number of exclusions has reduced considerably.
162. The School Council, ECO Committee and the buddy system are effective means of providing pupils with responsibilities. Pupils take their roles seriously and are very proud of their positions.
163. Pupils from Year 6 have received buddy training from the LEA's anti-bullying trainer and act as Buddies within the school.
164. The school has good policies and procedures in place to ensure the healthy development, safety and well being of pupils.
165. The school has a Health and Safety Policy and regular health and safety risk assessments are undertaken on activities both in school and on outside visits. The site manager makes daily physical inspections of the premises and grounds.
166. There is an effective Food and Fitness policy and the school has been awarded the Healthy Schools Award. The school has breakfast and after school clubs and healthy snacks are positively promoted.
167. There are two dedicated first aiders in the school with first aid boxes located around the school. A mid-day supervisor is on first-aid duty on the playground during break times and lunch times.
168. The head teacher is the designated Child Protection Officer. All staff have received relevant training in child protection and are aware of correct procedures. The school has an effective Child Protection Policy.

169. Provision for pupils with additional learning needs, including those pupils who have special educational needs (SEN), is outstanding. Identification of pupils who require additional support is undertaken as early as possible in a pupil's school life. A wide range of tests and tasks are used, alongside expert advice and parental involvement, to ensure maximum support and guidance can be provided as early and appropriately as possible.
170. The quality of individual and group support provided to these pupils is outstanding. Staff are well-trained and very effective, providing individual help for all pupils who require specific support, whatever their needs. These range from learning and social, emotional and behaviour needs to pupils with physical or sensory difficulties, gifted and talented pupils and those pupils with linguistic or cultural difficulties. Complementing this exceptional support is very well focussed advice and guidance from a wide range of outside agencies.
171. There is significant support for those pupils who have behavioural difficulties. This has been organised to ensure they can access individual help and guidance at the most crucial times. This support is extremely well organised, and targets pupils whose behaviour might otherwise impede their own and others' progress.
172. As a result, all pupils are receiving complete access to the curriculum. Individual plans are concise and used appropriately. This very high quality support ensures there are no barriers for any learners who may require additional support.
173. There is no difference in the treatment of boys and girls. All pupils, regardless of gender, faith, cultural, linguistic or additional learning needs are challenged and expected to achieve high standards. Where support is required, it is targeted very effectively and efficiently. There is ongoing work being done to celebrate and represent the life of Gypsy Travellers in the community.
174. Overall, the quality of provision for equal opportunities is outstanding.
175. The promotion of pupils' understanding of race equality is good and is supported by a detailed whole school policy.
176. The arrangements in the school to assist disabled or handicapped pupils are excellent. This is an outstanding feature.
177. The school has gone to significant lengths to meet the needs and provide support for visually handicapped pupils. All risers and potential obstacles outside the school building and the skirting boards and door handles within the building have been painted in a colour, which is able to be identified by pupils and therefore enable them to access the curriculum and safely move around the school. This is an outstanding feature.
178. School policy actively embraces diversity and equal opportunities for all. Planning ensures that pupils understand and value themselves and others.

Staff training and role modelling also ensure that pupils are aware of equal rights and the need to embrace all cultures and differences, whatever they may be. There is an all pervading ethos in the school of the rights of individuals, and the responsibilities that follow.

Leadership and management

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

Grade 2: Good features and no important shortcomings

179. The findings of the inspection team match the judgements made by the school in its self-evaluation.
180. The grade for key question 1 does not match this grade because the new processes and initiatives, introduced by the head teacher, have not had time to make a significant impact on pupils' standards of achievement.
181. The school has a clear mission statement and overall aims with regard to teaching and learning, partnerships, behaviour and equal opportunities. These have been drawn up and agreed by staff and governors who are committed to raising standards and to providing a caring and inclusive school.
182. The recently appointed head teacher has an outstanding vision and determination to improve all aspects of school life for the benefit of all the pupils. She provides outstanding leadership and has successfully moved the school forward in terms of strategic management issues since her appointment 12 months ago.
183. Discussions with parents and the analysis of their returned questionnaires indicate high respect for the head teacher and staff.
184. She is very well supported by a hard-working senior management team, teachers and classroom support staff who work together as an effective team and take their responsibilities seriously.
185. There are agreed policies and shared values regarding equal opportunities, racism and personal and social development. These are well understood by staff and are very well promoted across the school.
186. The school takes good account of all the Welsh Assembly Government (WAG) priorities, particularly the provision for promoting sustainability and healthy living which are well developed.
187. The head teacher and staff work closely with other local schools and partnerships.
188. There is an effective staff appraisal system which successfully links both teachers' professional development and the priorities set by the school in its school development plan.
189. The head teacher and senior management team take the lead in monitoring and evaluating teaching and learning. There is a rolling programme for

monitoring and evaluating pupils' work and progress. However, monitoring of teaching by subject co-ordinators is not fully developed.

190. The school demonstrates that a good deal preparation for the implementation of the Foundation Phase has been carried out. However, there is room for further development.
191. The governing body has a good knowledge of the aims and vision of the school. They have a good understanding of their responsibilities and a good grasp of the school's strengths and the areas for development. This is because they are actively involved in monitoring the quality of provision throughout the school.
192. The governing body meets regularly and has a well-established and effective committee structure. As a consequence they are all fully involved in helping to set the strategic direction of the school.
193. The governing body fulfils all its legal and statutory responsibilities.
194. The role of governors as a 'critical friend' has been effectively developed and adopted.

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

Grade 1: Good with outstanding features

195. The findings of the inspection team do not match the judgement made by the school in its self-evaluation because there are a number of outstanding features which the school did not identify.
196. Self-evaluation procedures are comprehensive and effectively based on first hand experience. They involve all the school's stakeholders, including parents and pupils.
197. The head teacher has developed an outstanding culture of review and self-criticism among the staff, governors and pupils.
198. Subject co-ordinators monitor and evaluate development and progress in the subjects for which they are responsible and use the information gained to produce a subject development action plan. They carefully scrutinise pupils' work and teachers' planning documents, and question pupils across the year groups to assess their knowledge and understanding. This is an outstanding feature.
199. Classroom observations to monitor teaching and learning are well established. The tracking of individual pupils is an on-going feature as is the analysis of assessment data to identify trends and weaknesses.

200. The extremely detailed self-evaluation report clearly identifies the school's strengths and areas for development, referring to appropriate sources of evidence to support the outcomes for each of the seven key questions. These inform the priorities in the school development plan. The report is outstanding in the clarity and honesty of its findings.
201. Targets are set in the school development plan and these are regularly monitored and reviewed by staff and governors. The governing body ensures that each target is fully supported by appropriate resources.
202. The significant rise in pupils' standards of achievement in recently targeted areas, such as Welsh as a second language and reading, indicates the effectiveness of the school's planning for improvement.
203. The school has made good progress since the last inspection. All of the key issues have been well addressed.
204. The inspection team agreed with the judgements made by the school on five of the seven key questions.

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

Grade 2: Good features and no important shortcomings

205. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
206. The grade for key question 1 does not match this grade because the good value for money has not yet made a significant impact on standards.
207. The school has a sufficient number of well-qualified, dedicated and experienced teachers to meet the needs of all pupils, including those with SEN. They work hard to ensure that the educational and pastoral needs of all pupils are well met. As a result, pupils make good progress in achieving their learning goals.
208. Pupils, particularly those with SEN, benefit from the generous number of classroom support assistants who assist them with their learning tasks during the school day. These skilled, enthusiastic and well-trained individuals work closely with teaching staff to plan and deliver national curriculum objectives. Currently, their contracts have been extended to enable them to share teachers' five-day training during the school year and to attend staff meetings.
209. Teaching skills are appropriately developed through performance management and all staff receive regular updates through in-service training which serves to meet the professional needs of teachers and the needs of the school. The latter, identified in the self-evaluation report, is encapsulated in the school improvement plan.

210. Good arrangements have been made to cover teachers' planning, preparing and assessment time. Teachers work in their year groups and use this time well during the school week. Workforce remodelling has been well organised and is effective.
211. Pupils have ready access to appropriate learning resources which meet their individual needs well. The school library has an ample supply of good quality books which serve the reading and research needs of all year groups. The overall quality and quantity of resources to support work across the curriculum is good.
212. The quality of the accommodation and the use made of it by teachers is an outstanding feature. Teaching areas serve the needs of mainstream activities and the needs of purposeful small group activity work. The Welsh language base provides an excellent setting for the development of pupils' bilingualism. The computer suite with its generous bank of computers is well used.
213. The school has its own museum of donated historical artifacts to stimulate pupils' interest in history. The school grounds and areas adjacent to the school provide many opportunities for varied activities.
214. Early Years children are provided with ample space within which to engage with learning. In this respect the school is well placed for the introduction of the Foundation Phase.
215. The interior of the building is cared for, very clean and well maintained. The many displays and illustrations of pupils' work around the school celebrate their achievements and provide a colourful and stimulating learning environment.
216. The school is fortunate to have an excellent site manager and cleaning staff who maintain the school, its grounds and classrooms to a consistently high standard.
217. The school's efficient administrative staff ensure that the day-to-day routines of the school are smooth and well run. The mid-day supervisors and kitchen staff also make significant contributions to school life.
218. The school matches its spending decisions to its educational priorities as outlined in the school development plan efficiently and effectively. Spending decisions benefit all pupils within the school.
219. All the school's resources are regularly audited. Governors, the head teacher and staff manage the budget well with the support of LEA officers. Taking into account all these aspects, it is clear that the school gives good value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 1: Grade 2 - Good features and no important shortcomings

Key Stage 2: Grade 2 - Good features and no important shortcomings

Good features

220. Pupils in both key stages demonstrate the development of good speaking and listening skills in many facets of daily activity, both inside and outside the classroom.
221. During the widespread practice of evaluation, (two stars and a wish), pupils across both key stages listen well to the views of others regarding their work. When required to make evaluations themselves pupils are almost always diplomatic and shape their remarks so that they are positive.
222. In key stage 1, pupils listen intently to the teachers' presentations and are very eager to contribute to discussions. They use an increasing range of appropriate vocabulary and suitable sentences to express themselves.
223. By year 2, pupils are able to communicate ideas clearly when talking amongst themselves and to their teacher.
224. In key stage 2, pupils are able to use a good range of verbal strategies when talking amongst themselves and to their teacher. They engage in discussions with partners and in groups well.
225. In key stage 1, pupils show a keen interest in the books they read and in those that are read to them. When pupils read out loud, they do so with increasing levels of expression.
226. In most cases, where it is necessary, pupils confidently use self-correct techniques when they encounter hard words. They have a sound knowledge of phonics and use this effectively to unlock troublesome words. Less able pupils also sometimes use picture clues to help them. This boosts their confidence and increases their motivation.
227. In key stage 2, most pupils read fluently, correctly and with a good level of understanding. They correctly identify aspects of the text within their reading books they enjoy. Pupils demonstrate familiarity with the characters, settings and the plot in stories. They have a good understanding of the difference between fiction and non fiction. Most use indexes competently and in some cases, pupils suggest the purpose of the glossary.
228. Some pupils read avidly and discuss their favourite authors and why their books are important to them. Year 6 pupils read with good expression and are proud of their ability to read unfamiliar words. They use a range of sources to

find information, including reference books and the Internet, with skill and a sense of purpose.

229. In key stage 1, pupils begin to develop familiarity with the processes involved in the skill of writing. In work on entertaining texts, pupils show a good understanding of the need to plan to give their writing cohesion. They are well aware of the need for adjectives in writing to give it interest.
230. Using Katie Morag characters, pupils plan short entertaining plays effectively. Pupils play with words and use their imagination well to construct pieces of lively poetry. They make good attempts at letter writing.
231. In key stage 2, younger pupils use their writing frames well to collect ideas for the characters they wish to create. They explore the use of adjectives in their descriptive writing and revel in the imaginative creations that “come alive” as a result.
232. By the end of key stage 2, pupils use a good range of punctuation effectively to meet the needs of their audience.
233. Higher achieving pupils handle extended writing well and use a range of strategies to hold the reader’s attention.
234. Pupils use redrafting techniques well to improve the quality of their writing. They show good levels of understanding of the particular demands of different types of writing including their structure and chronology.

Shortcomings

235. There are no significant shortcomings.

Information technology

Key Stage 1: Grade 2 - Good features and no important shortcomings

Key Stage 2: Grade 2 - Good features and no important shortcomings

Good features

236. All pupils across the school are using information technology (IT) effectively for a range of purposes. In both key stages, pupils use high quality programmes to develop their basic and key skills.
237. In key stage1, pupils ‘log’ on and off and manage files on computers in a very well equipped computer suite. These skills are built on progressively throughout the school.
238. Key stage 1 pupils show increasing confidence and competency in using roamers, such as Beebot. They programme them well to traverse their laminated grids. They talk with good technical vocabulary about their journeys

around the planets, as they negotiate with the mouse to make planetary patterns.

239. In key stage 1, pupils show good understanding of the relevance of computers. They design pictures, using good quality graphic programmes, to represent settings for their stories and art work. They use IT across the range of subjects in the curriculum to record, research and present their work effectively.
240. Portfolios show how well younger pupils use IT skills to create and present their work. Key stage 1 pupils respond well to instructions and make positive choices when working independently.
241. In key stage 2, pupils continue to extend their use of referencing and research facilities on the computer. They design eye-catching posters well to represent school rules. They also use graphics very effectively to embellish their poetry.
242. Key stage 2 pupils work very well together in pairs and independently as they make decisions on designing a lounge within a limited budget. Their use of spread sheets is developing well. Good use is made of their mathematical and problem solving skills as they consider carefully how much they can spend before entering data into their cells, using Excel.
243. In both key stages, pupils are making good use of their word processing skills, combining text and images. A range of high quality programmes such as 'Spext' are used to design their rooms and present work on display around the school.

Shortcomings

244. There are no major shortcomings. However, in key stage 2, pupils' use of electronic mail to send and receive messages for educational purposes is underdeveloped.

Geography

Key Stage 1: Grade 2: - Good features and no important shortcomings

Key Stage 2: Grade 2: - Good features and no important shortcomings

245. Pupils in both key stages have a good knowledge of sustainable development and environmental issues. They talk with concern and a sense of responsibility about the environment and suggest how individuals can play their part in overcoming problems. They know common features of countries they have investigated as part of their work and are developing a good sense of location.
246. In key stage 1, pupils are developing their geographical vocabulary well and use a key to find features on a map. They accurately describe their route to school and use directional terms to describe what they see. They correctly

identify land and sea on a map of the world and some locate the British Isles and Wales.

247. They design their own maps of the island of Struay and use simple co-ordinates confidently to locate human and natural features. They make choices and changes to the locality and express opinions on what they like or dislike.
248. They are aware of some of the geographical features of Pontypool and locate what they consider attractive or unattractive in the area, giving sensible reasons. Their understanding of the differences between Pontypool and the island of Struay is good.
249. Key stage 2 pupils' knowledge and understanding of the differences between Pontypool and Biarritz in France is very good. They give good reasons for the differences in weather, leisure activities, jobs and geographical features, following in-depth research in books and the internet. They present their findings accurately.
250. They correctly identify land use and physical and human features in the local area and express strong opinions about the need for regeneration and how they would go about it, given the money.
251. They identify a range of countries on a world map and have a good understanding of the differences between them and the character and identity of Wales.
252. They express thoughtful opinions about other countries and give reasons why they like living in Pontypool and Wales, making comparisons between human and physical features.
253. Their recall and use of appropriate geographical terminology is good and they have a wide range of geographical skills associated with the use of maps, plans, photographs and information and communications technology.

Shortcoming

254. There are no significant shortcomings.

Art

Key stage 1: Grade 2 - Good features and no important shortcomings

Key Stage 2: Grade 2 - Good features and no important shortcomings

Good features

255. In key stage 1, pupils develop their art skills and practical techniques well. They begin to appraise the quality of their work and that of others. They do so

critically, highlighting positive features and identifying aspects of their work that might be improved.

256. Pupils understand the nature of pattern making and identify it in the work of famous artists such as Andy Warhol. They use a wide range of materials confidently to explore the process for themselves. They arrange colour and shape carefully to achieve pleasing images.
257. Pupils in key stage 1 try out their practical skills in investigating the process of printing effectively. Through thumb printing they begin to understand the notion of regularity. Pupils show a good level of skill in arranging and using printing blocks. Pupils spread ink on their inking pads and charge their rollers effectively to ensure even coverage over their printing block. For the most part, pupils take great care in applying and arranging printed images.
258. Pupils make good use of some of the printed sheets they create in the classroom as wrapping paper. They have a good understanding of the utilitarian and aesthetic value of the work they do, including its use in other areas of the curriculum.
259. Pupils make good use of natural and manmade materials to arrange collage pictures. Following a visit to a local park, pupils use leaves, twigs and seeds to arrange pleasing arrangements of colours and shapes in their collages. Pupils are gaining a good knowledge of colour and form.
260. Throughout key stage 2, pupils use sketchbooks effectively to record ideas and to try out techniques. By the end of the key stage, pupils use their sketchbooks very well to make landscape sketches, and annotate them with information useful for the development of finished pieces of work.
261. Pupils in key stage 2 have a good understanding of how best to use viewfinders. They make good use of them to capture specific areas of the landscape they see on visits outside the classroom.
262. Younger pupils in key stage 2 explore the techniques of making landscape pictures by using a wide range of materials. They have a good understanding of how to represent foreground, middle distance and far distance, using a gradation of colour. Some pupils using tissue paper collage and some using watercolour washes are particularly effective in achieving a sense of distance in their work.
263. Through this work pupils are developing a sensitive understanding of the techniques used by famous Welsh landscape artists such as Peter Prendergast, Sir Kyffin William and Elis Gwyn Jones.
264. By the end of key stage 2, pupils examine critically the work of famous artists in the use made of colour and the arrangement within pictures. Pupils, in their study of the picture "Van Gogh's Chair" successfully match the colours used by the artist. Using their own ideas, they alter the balance of the picture by changing the arrangement and background.

265. In key stage 2, pupils continue to use well-established practises to evaluate their own artwork and that of others. They are developing their appraising skills well.

Shortcomings

266. In key stage 2, pupils' observation skills are underdeveloped.

Physical education

Key Stage 1: Grade 2 - Good features and no important shortcomings

Key Stage 2: Grade 2 - Good features and no important shortcomings

Good features

267. All pupils are very aware of the benefit of regular exercise and understand the effect of exercise on the body. They are also aware of the importance of safety, especially when moving apparatus.
268. Most pupils listen and follow instructions extremely well and sustain energetic activities over a long period.
269. Pupils plan and evaluate movements very well and make adjustments to refine and improve their performance, having identified their own targets for improvement. They are enthusiastic and work hard to improve their performance.
270. In key stage 1, pupils are developing good control of their body movements. They have a wide range of ideas for moving in different ways and for creating different shapes. Their awareness and use of space is good.
271. In creative dance, pupils respond well to musical stimuli and use their imagination to create a sequence of movements with good examples of stillness, gesture, travelling and turning. They work on several levels and move with increasing sensitivity to the music.
272. In key stage 2, pupils demonstrate good hand and eye co-ordination when passing and receiving balls by hand or with a hockey stick. Their control of the ball when moving and dribbling is also good. They compete eagerly, but understand the virtue of good sporting behaviour.
273. Pupils create a variety of shapes and sequence of movements with changes in speed, direction and levels, demonstrating confidence and imagination.
274. Pupils increase their skills in a broad range of competitive sports in and out of school hours, and are successful in local competitions. This has a direct impact on their standards in lessons.

275. Records show that standards in swimming are good, with many pupils confident in the water.

Shortcomings

276. There are no important shortcomings.

Religious education

Key Stage 1: Grade 2: - Good features and no important shortcomings

Key Stage 2: Grade 2: - Good features and no important shortcomings

Good features

277. Throughout the school, pupils show great enthusiasm when finding out about different religions. They understand and respect other people's beliefs. Pupils in both key stages are developing a secure knowledge of major faiths, as required in the locally agreed syllabus.
278. In key stage 1, pupils talk well about the work they are doing on the Hindu festival of Holi. They show a secure knowledge of Hindu artefacts and have a opportunity to see the replica of a Hindu shrine, which has been set up for all pupils in school.
279. Key stage 1 pupils are delighted to hear about the paint throwing as part of the Holi festival. This inspires them to recreate their own paint splatters and hand patterns on paper and card, with precision and enjoyment. As they work, they talk with good knowledge and understanding about what they have learnt.
280. In key stage 2, pupils are showing increasing awareness of the qualities of religious leadership. It is evident that the lives of Desmond Tutu and Gandhi have deeply affected their understanding of tolerance and intolerance.
281. There are some excellent oral contributions from younger pupils as they contribute their views on the diversity of beliefs. They show very positive attitudes about fairness and equality in the face of persecution as they write about Gandhi's life and assassination.
282. Pupils have a good knowledge and understanding about the attributes of religious leadership. They then transfer these views into discussions about today's multi-faith world, and write well about the need for mutual respect and tolerance.
283. Pupils in both key stages have a good recall of New Testament stories and they know about the major Christian festivals.

Shortcomings

284. There are no major shortcomings.

School's response to the inspection

The head teacher, staff and governing body at George Street Primary and Nursery School have considered the content of the inspection report and wish to comment as follows.

Participating in an Estyn Inspection has acted as an extremely valuable process in offering quality assurance to the school's own comprehensive self-evaluation and school improvement procedures. The whole process, although rigorous was also very supportive in enabling the school to affirm its own strengths and outstanding features, as well as highlighting areas for further development and improvement. All judgements about the school have been clearly and accurately documented.

The head teacher, staff and governors appreciated the professionalism with which the Inspection was carried out and found the process to be extremely supportive and constructive. The opportunity for active involvement and participation by the nominee created an inspection partnership that was extremely productive.

The final report provides an accurate picture of the school at this point in time and gives the school a very clear platform on which to build its future school improvement agenda. The school is extremely proud to acknowledge the significant number of outstanding features that were highlighted in the report and would like to credit all members of the school community with these extremely positive comments. It was gratifying to note that the Inspection team agreed with all but two of the school's judgements for the seven key questions, finding Key Questions 4 and 6 to be better than judged by the school.

We are delighted that the report highlights that George Street is a fast improving school where the extreme hard work of all is celebrated in the opening remarks of the report. The outstanding caring and supportive environment that has been created is something that all involved with the school are extremely proud of. The pupils' attitude to their learning: their eagerness, their enthusiasm, attentiveness, responsiveness and communication skills – all aspects feature as very positive elements of the report.

The head teacher, staff and governors understand and support the recommendations highlighted in the report and are pleased to acknowledge that these closely align to the priorities already identified by the school as part of its own self evaluation process. All recommendations are currently part of this year's School Improvement Plan, with the exception of the further development of the pupils' entrepreneurial skills which will now be incorporated within the 45 day period allocated for the school to develop action plans to address the recommendations. Parents and all other relevant parties will be kept informed and updated on the progress that we are making with the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	George Street Primary School
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Wainfelin Road, Pontypool, Torfaen
Postcode	NP4 6BX
Telephone number	01495 756436

Head teacher	Mrs Julie Wood
Date of appointment	January 2007
Chair of governors/ Appropriate authority	Mr Mike Jeremiah Torfaen LEA
Registered inspector	Mr Merfyn Douglas-Jones
Dates of inspection	4 th – 7 th February 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	31.5	32	38	31	41	35	27	46	281.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	3	11

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	30:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	30
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	89.6	91.5	93.2
Summer 2007	85.1	89.6	91.5
Autumn 2007	88.3	89.3	93.2

Percentage of pupils entitled to free school meals	25%
Number of pupils excluded during 12 months prior to inspection	5

Appendix 3

National Curriculum Assessment Results End of key stage 1: 2007

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		39		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	15	63	22
		National	0	3	13	63	20
En: reading	Teacher assessment	School	0	0	15	50	35
		National	0	2	10	63	24
En: writing	Teacher assessment	School	0	2	35	50	13
		National	0	4	14	55	27
En: speaking and listening	Teacher assessment	School	0	0	7	70	23
		National	0	5	14	68	12
Mathematics	Teacher assessment	School	0	2	18	75	5
		National	0	2	10	64	23
Science	Teacher assessment	School	0	0	20	73	7
		National	0	2	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	70%	In Wales	81%

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 2007							Number of pupils in Y6		32		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	3	9	22	38	28
		National	0	0	0	1	1	4	16	48	30
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	0	0	0	0	0
Mathematics	Teacher assessment	School	0	0	0	0	0	12	29	40	19
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	19	37	38	6
		National	0	0	0	1	1	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	59%	In the school	n/a
In Wales	74%	In Wales	n/a

- 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, including a lay inspector, inspected the school over eleven inspector days.

The head teacher was the nominee and played a supportive and active role during the inspection.

Pre-inspection meetings were held with staff, the governing body and parents to discuss the life and work of the school.

Thirty-three questionnaires were completed and returned by parents, and carefully analysed by the inspection team.

During the inspection, discussions were held with the head teacher, teachers, support staff and pupils about their work and the life of the school.

Thirty-nine lessons were observed over the three and a half days.

Samples of pupils' work, practical and written, from across the ability range in each year group, were examined.

Pupils' behaviour was observed at various times during the school day.

Inspectors attended acts of daily worship.

Any documentation presented by the school prior to, and during the inspection, was analysed.

Post-inspection meetings were held with the staff and the governing body to discuss the outcomes of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Douglas Jones Registered Inspector	Key questions 1, 2, 5 and 6 Subjects: Geography and Physical Education
Mr Kerry Knapper Team Inspector	Key question 7 and supporting key question 2 Subjects: English and Art
Mrs Colette Gribble Team Inspector	Key questions 3 and 4 Subject: Information Technology and Religious Education
Mr Reg Cawthorne Lay Inspector	Supporting key questions 1, 3, 4 and 5
Mrs Julie Wood Nominee	Providing evidence and support

Contractor

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Acknowledgement

The inspection team would like to thank the governing body, head teacher, staff, parents and children for their courtesy and co-operation throughout the inspection.