

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

**A Report on the Quality of Education in**

**Georgetown C.P. School  
Oakfield Road  
Tredegar  
NP22 4LJ**

**School Number: 6772074**

**Date of Inspection: 22 October 2007**

**by**

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**Date of Publication: 24 December 2007**

**Under Estyn contract number: 1105407**

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Georgetown C.P. 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 Georgetown C.P. School took place between 22/10/07 and 25/10/07. 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:

|                |   |
|----------------|---|
| <b>Grade 1</b> | good with outstanding features                          |
| <b>Grade 2</b> | good features and no important shortcomings             |
| <b>Grade 3</b> | good features outweigh shortcomings                     |
| <b>Grade 4</b> | some good features, but shortcomings in important areas |
| <b>Grade 5</b> | 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. Georgetown Primary School is situated in the small town of Tredegar in the unitary authority of Blaenau Gwent.
2. The school caters for pupils between the ages of 3 and 11 years. Most pupils live in the local catchment area which is neither prosperous nor economically disadvantaged. Ten per cent of pupils are eligible to free school meals. This is well below the national average.
3. Currently, the school has 318 pupils on roll, including 52 nursery pupils who attend on a part-time basis.
4. The intake of pupils has the full range of ability, both academically and socially, and is presently below the local education authority average level.
5. Two pupils have a statement of special educational needs. Thirty six have been identified as having special needs, with 17 on 'school action' and 19 on 'school action plus' stages.
6. No pupils receive support teaching in English as an additional language nor 'looked after' by the local authority.
7. Nearly all the pupils come from English speaking homes. None speak Welsh as a first language. One per cent is from an ethnic minority background.
8. Including the head teacher, there are 13 full-time teachers (with 3 job shares). There are also 12 Full Time and 1 Part Time teaching assistants (TAs).
9. The present Head Teacher was appointed in April 2002.
10. The school was last inspected in October 2001.

## **The school's priorities and targets**

11. The school's mission statement is "Together we Learn".
12. The main aims are to:
  - Create high standards of learning experiences,
  - Provide a broad, balanced, relevant and differentiated curriculum,
  - Create a lively and stimulating learning environment,
  - Develop and care for the environment,
  - Develop positive relationships between home, school and the community,
  - Develop self-discipline and sensitivity to others,
  - Promote a health conscious environment.
13. **The school's priorities and targets outlined in the School Development Plan for 2007 – 2008:**
  - Preparation for inspection.
  - Action plan.
  - Use of its self-evaluation report as the major tool for raising standards.
  - Prepare for the Foundation Phase in Year 1.
  - Minor priorities include developing:
    - bilingualism and Cwricwlwm Cymreig;
    - strategies to improve underachievement of boys;
    - writing strategies in Key Stage 2;
    - outdoor play in Early Years;
    - the silver Eco school award;
    - a gifted and talented register, and
    - a new foundation phase profile.

## Summary

14. Georgetown Primary is a very good school with a number of outstanding features which include a broad and exciting range of learning experiences, a very caring, inclusive and supportive ethos, and high quality provision for children in the Early Years classes and for pupils with additional learning needs.

### Table of grades awarded

15. The inspection team judged the school's work as follows:

| Key Question   | Inspection grade |
|--|------------------|
| 1 How well do learners achieve?  | 1                |
| 2 How effective are teaching, training and assessment?   | 2                |
| 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                |

### Standards

16. The pupils' standards of achievement in the Early Years and in the subjects during lessons observed are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 20%     | 80%     | 0%      | 0%      | 0%      |

17. In this inspection, standards of achievement in the Early Years and in five subject areas in key stages 1 and 2 were inspected. They were graded as follows:

| Areas of learning for under-fives        | Nursery | Reception |
|--|---------|-----------|
| Language, literacy and communication     | 1       | 1         |
| Personal and social development          | 1       | 1         |
| Mathematical development                 | 1       | 1         |
| Knowledge and understanding of the world | 1       | 1         |
| Creative development                     | 1       | 1         |
| Physical development                     | 1       | 1         |

### Grades for standards in subjects inspected

| Subject                | Key Stage 1 | Key Stage 2 |
|------------------------|-------------|-------------|
| Science                | 2           | 1           |
| Design Technology      | 2           | 2           |
| Information Technology | 2           | 2           |
| Geography              | 2           | 2           |
| Physical Education     | 2           | 2           |

18. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make very good progress towards the Desirable Outcomes for Children's Learning. This is a strength of the school.
19. Baseline assessments indicate that standards on entry fluctuate annually but, generally, are below the Local Education Authority (LEA) averages.
20. Early Years children make excellent progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology.
21. Pupils in both key stage 1 and 2 make excellent progress in the key skills of listening and using communication and information technology, and good progress in speaking, reading, writing and numeracy. However, pupils' spelling skills are underdeveloped.
22. Pupils, including those with special educational needs (SEN), make good, and sometimes very good, progress in gaining knowledge, understanding and skills.
23. Overall, pupils' creative and problem solving skills are good.
24. Bilingualism is not sufficiently nor consistently integrated into the life of the school and, consequently, pupils' bilingual competence is underdeveloped. Also, pupils' knowledge and awareness of the heritage and culture of Wales are underdeveloped.
25. Pupils succeed regardless of their ability, gender, or social background.
26. Analysis of value added data shows that pupils make outstanding progress from on-entry to leaving at the end of key stage 2. By the end of key stage 2, pupils regularly attain above local and national averages in English, mathematics and science.
27. Over the last three years, pupils' attainment at the end of key stage 1 was consistently above the Blaenau Gwent averages. Although they were below the national average, the difference is gradually being narrowed.
28. In 2007, at the end of key stage 2, 83 per cent of pupils attained level 4 or above in English compared with an average of 79 per cent nationally. In mathematics, they attained 84 per cent compared to 81 per cent nationally.

and 93 per cent in science compared to 86 per cent nationally. These were above the targets set.

29. The core subject indicator (CSI), the percentage of pupils who attained level 4 or above in all three subjects, was 84 per cent compared to the national average of 74 per cent.
30. Compared to similar schools, they are regularly in the top 25 per cent.
31. Generally, girls' assessment results are better than the boys' results.
32. Pupils have a good understanding of how well they are doing and what they need to do to improve.
33. Pupils take good responsibility for their own behaviour. Pupils' behaviour is an outstanding feature across the school.
34. Attendance and punctuality are satisfactory, both being carefully logged on a daily basis by the school. Pupils generally arrive punctually for school and for lessons.
35. Pupils show strong levels of motivation and perseverance and acquire many skills which enable them to improve their own learning.
36. Pupils make good and often outstanding progress in their personal, social and wider development. Pupils show concern and respect for others and have very well developed social and moral skills.
37. Pupils' attitudes to equal opportunities are very positive and constructive. They show respect for the diversity of beliefs, attitudes and cultural traditions within society.
38. Pupils' awareness of the world of work and the workplace is good.

### **The quality of education and training**

#### **Grades for teaching**

39. Good teaching is a strength of the school. In the 44 lessons observed, the quality of teaching was judged as follows:

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 23%            | 77%            | 0%             | 0%             | 0%             |

40. Teaching shows good features, with no important shortcomings, in 100 per cent of the lessons observed. Within this proportion 23 per cent has outstanding features. This is well above the current national target of 65 per cent to be grade 2 or better. Good teaching occurs in all year groups.

41. Teaching in the Early Years is consistently good and sometimes outstanding; with a wide variety of activities that motivate children and are clearly linked to the Desirable Outcomes for Children's Learning.
42. All teachers have very good relationships with their pupils and demonstrate good pupil management. They actively address the issues of gender, race and ability and promote equality of opportunity for all.
43. Teaching assistants are deployed and used very effectively. They are extremely capable and knowledgeable and are making a significant impact on pupils' progress.
44. Planning for the delivery of the key skills, including creative and problem solving skills, is consistent across the school. However, the promotion of pupils' bilingual skills is underdeveloped. Teachers' use of incidental Welsh is inconsistent.
45. The school meets statutory requirements for assessing and reporting pupils' progress. The school's systems and procedures are outstanding. Assessment of pupils with additional learning needs is thorough and detailed.
46. Assessment of pupils' knowledge and understanding in the non-core subjects is less well developed.
47. Marking is generally supportive and in the best practice it clearly indicates the next step that the pupil has to take to improve his or her present level of attainment. However, not all teachers apply the school's marking policy consistently.
48. Parents have regular formal opportunities to visit school to discuss their child's progress and review work. The written annual school reports lack detail about what pupils have achieved in individual subjects and the format is inconsistent between respective year groups in terms of hand written or word processed reports.
49. The school provides an outstanding range of learning experiences and meets the learning needs of all its pupils exceptionally well. The curriculum is well planned, broad and balanced and meets the needs and abilities of the pupils.
50. The early years provision, which follows foundation phase philosophies and encourages learning through play both indoors and outdoors, is an outstanding feature of the school.
51. Opportunities for the development of key skills are built into planning and common expectations ensure good progression and consistency. However, the promotion of pupils' spelling skills is inconsistent.
52. The school has achieved the Basic Skills Quality Mark Award for the third time.

53. Provision for out-of-hours and extra-curricular activities is good with some outstanding features at key stage 2.
54. The school shows a strong commitment to its provision for pupils' spiritual, moral, social and cultural development which is good with some outstanding features. Opportunities are provided for reflection and contemplation of a spiritual nature during collective worship.
55. All staff actively foster values such as honesty, fairness and respect and model this behaviour for pupils and this is a striking and outstanding feature of the day-to-day life of the school.
56. Pupils' social development is further reinforced through the Personal Social Education (PSE) programme, circle time, the buddy system, behaviour and discipline policies.
57. Cultural development is actively developed and the school promotes pupils' understanding, awareness and appreciation of other cultures. However, the culture and heritage of Wales is an area which is underdeveloped.
58. The school's links with parents, the community and other schools is very good with outstanding features. Links with the local church and with the local cluster of schools are strong and transition to the secondary school is well co-ordinated and managed.
59. The school actively pursues high expectations for all of its pupils and enthusiastically promotes equality of access, equal opportunities and challenges stereotyping.
60. The school successfully promotes the awareness of sustainable development and global citizenship in Personal Social Education lessons and within aspects of geography, history and RE. It has an enthusiastic Eco committee and has recently been awarded the Eco Silver Award.
61. Good opportunities are planned and provided for the pupils to develop their entrepreneurial and decision making skills.
62. The care and support arrangement for pupils in the school is an outstanding feature in the school, particularly in the nursery area.
63. The school is set in a close community where there are strong well-established links between the pupils, staff, parents, carers and the community. It provides a happy, supportive, caring and safe environment for pupils to learn.
64. There is a strong and well-structured pastoral system within the school. There are appropriate policies and procedures in place to ensure the healthy development, safety and well being of pupils.

65. Induction for children both into school and on to the local secondary schools is very good. This is an outstanding feature of the school.
66. Very good quality support and guidance is provided at the school through its personal and social education programme, which is taught across the curriculum. This is an outstanding feature at the school.
67. Pupil's attendance, punctuality, behaviour and performance are carefully monitored. The school's use of intervention strategies is outstanding.
68. The school's provision for meeting the needs of pupils with additional learning needs is outstanding, and fully meets the special educational needs Code of Practice for Wales. A very important feature of the additional provision is the valuable work undertaken by very well trained teaching assistants and a host of external support services.

### **Leadership and management**

69. The head teacher provides the school with a strong and very effective professional leadership, and has brought about changes that are having a very positive effect on the overall management of the school.
70. He has a clear vision to lead the school forward, identifying the ways in which this can be achieved and utilising the skills of a hard working staff and governing body. He retains the respect and loyalty of staff and pupils alike and his leadership is an outstanding feature of the school.
71. A very effective and dedicated deputy and senior management team support the head teacher very well. Senior managers support newly appointed staff very well and induction procedures are very good.
72. The school takes very good account of national priorities and local partnerships. Teachers follow national guidelines in promoting pupils awareness of sustainable development, which is a very good feature. The school works closely with other local schools and is often chosen to pilot new initiatives.
73. Governors are very supportive of the school and are regularly provided with information about the schools' operations by the head teacher. The role of governors as a 'critical friend' is very well established.
74. All statutory policies and documents have been adopted and implemented.
75. There is a definite culture of review and self-criticism among the staff and governors. They contribute to the highly effective process of self-evaluation and are well aware of its findings.
76. In producing the self-evaluation report, the school sought out, and took account of all interested parties, including governors, non-teaching staff, parents and pupils.

77. An effective rolling programme of classroom observations to monitor teaching and learning is in place for the core and foundation subjects, and undertaken by the head, deputy and co-ordinators.
78. The school's self-evaluation report is outstanding, and identifies the sources of evidence to support the answers to each key question and its corresponding sub-questions. It is concise, comprehensive and clear, recording strengths and areas where improvements are needed. These are used to inform the priorities in the School Development Plan.
79. The inspection team agreed with the judgements made by the school in six of the seven key questions. Where there was a difference, the inspection team upgraded the key question by one grade.
80. Overall, the school has made good progress since the last inspection. All the key issues have been successfully addressed. The head teacher and staff have worked very hard to improve all aspects of school life.
81. The school employs an appropriate number of qualified and experienced teachers who deliver a rich and balanced curriculum. The arrangements for their deployment and subject responsibilities are very well managed.
82. Teaching and learning are strengthened by a team of dedicated well qualified teaching assistants who, together with the teaching staff, provide a valuable input with planning, teaching and recording pupils' progress.
83. The office staff provide efficient and effective administrative support. The caretaker and cleaners maintain a very high standard of cleanliness within the two buildings. Taken together, the very well managed, well qualified, committed and enthusiastic whole school team is an outstanding feature of Georgetown Primary School.
84. The school provides an outstanding level of resources suitable to meet the learning needs of the pupils.
85. The overall quality of the split site accommodation and the way the two buildings are used and maintained is excellent. Accommodation is very spacious and internally the school building is bright, clean and exceptionally well cared for.
86. Taking into account the pupils' achievements together with how well learners are guided and supported, the breadth, richness and coherence of subjects offered and the outstanding contribution made by specialist experienced teaching staff and support staff, the school provides excellent value for money.

## Recommendations

87. In order to improve, the school needs to:

R1 improve standards in spelling;

R2 \*provide more opportunities to further develop pupils' bilingual skills and increase pupils' awareness and knowledge of the heritage and culture of Wales;

R3 continue to develop the quality and consistency of marking across the school, and

R4 improve the quality of reports to parents.

\* Is identified in the school's latest 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 1: Good with outstanding features

88. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
89. Pupils' standards of achievement in the areas of learning and subjects during lessons observed are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 20%     | 80%     | 0%      | 0%      | 0%      |

90. These are high figures, well above the current national target of 65 per cent of lessons to be graded 1 or 2.
91. Standards in Areas of Learning in the Early Years are as follows:

|  |   |
|--|---|
| Language, literacy and communication     | 1 |
| Personal and social development          | 1 |
| Mathematical development                 | 1 |
| Knowledge and understanding of the world | 1 |
| Creative development                     | 1 |
| Physical development                     | 1 |

92. Standards of achievement in the subjects inspected are as follows:

| Subject                | Key Stage 1 | Key Stage 2 |
|------------------------|-------------|-------------|
| Science                | 2           | 1           |
| Design Technology      | 2           | 2           |
| Information Technology | 2           | 2           |
| Geography              | 2           | 2           |
| Physical Education     | 2           | 2           |

93. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make very good progress towards the Desirable Outcomes for Children's Learning. This is a strength of the school.
94. Baseline assessments indicate that standards on entry fluctuate annually but, generally, are below the Local Education Authority (LEA) averages.
95. Early Years children make excellent progress in the key skills of speaking, listening, early reading and writing, numeracy and using information and communications technology.
96. Pupils in both key stage 1 and 2 make excellent progress in the key skills of listening and using communication and information technology, and good

progress in speaking, reading, writing and numeracy. However, pupils' spelling skills are underdeveloped.

97. Pupils, including those with special educational needs (SEN), make good, and sometimes very good, progress in gaining knowledge, understanding and skills.
98. Overall, pupils' creative and problem solving skills are good.
99. As yet, bilingualism is not sufficiently nor consistently integrated into the life of the school and, consequently, pupils' bilingual competence is underdeveloped. Also, pupils' knowledge and awareness of the heritage and culture of Wales are underdeveloped.
100. Pupils succeed regardless of their ability, gender, or social background. It is evident from discussions with pupils that they are aware that everybody is treated the same and given the same opportunities.
101. Analysis of the schools tracking (value added data) shows that pupils make outstanding progress from on-entry to leaving at the end of key stage 2.
102. Over the last three years, pupils' attainment at the end of key stage 1 (those who achieved at least the expected level 2 in the three core subjects combined) was consistently above the Blaenau Gwent averages. Although results have been well below the national average, the difference is gradually being narrowed.
103. In 2007, when compared to all schools, the percentage of pupils achieving level 2 or above was near the national average in English and science and below in mathematics. Compared to similar schools (those schools with a similar proportion of pupils entitled to receive free school meals) they were below in the three subjects.
104. By the end of key stage 2, pupils regularly attain above local and national averages in English, mathematics and science.
105. In 2007, 83 per cent attained level 4 or above in English compared with an average of 79 per cent nationally. In mathematics, they attained 84 per cent compared to 81 per cent nationally and 93 per cent in science compared to 86 per cent nationally. These were above the targets set.
106. The core subject indicator (CSI), the percentage of pupils who attained level 4 or above in all three subjects, was 84 per cent compared to the national average of 74 per cent.
107. Compared to similar schools, they are regularly in the top 25 per cent.
108. There has been a steady and measurable improvement over the last few years, most notably at key stage 2, in English, mathematics and science, due to the school's initiatives and efforts to improve pupils' knowledge and skills

as part of the development plans. Targets have been achieved and often surpassed during that period.

109. Pupils have a good understanding of how well they are doing and what they need to do to improve. Generally, girls' assessment results are better than the boys' results.
110. Pupils take good responsibility for their own behaviour. Their overall behaviour and attitudes reflect the great emphasis the school places on consideration, courtesy and regard for all who are involved with the school community. Pupils' behaviour is an outstanding feature across the school.
111. Attendance and punctuality are satisfactory. The average attendance for the three terms prior to the inspection was:- Nursery class 86.6 per cent, Reception class 92.3 per cent and the rest of the school 93.8 per cent. In the same period unauthorised absences were minimal and there were no exclusions.
112. Pupils generally arrive punctually for school and for lessons.
113. Pupils make good progress in becoming independent learners. The majority respond positively to problem solving situations, they plan and organise their work well and use classroom resources independently, co-operating and collaborating extremely well in pairs or small groups.
114. Good quality relationships ensure that they work with a high level of concentration and focus well on individual tasks. Pupils show strong levels of motivation and perseverance and acquire many skills which enable them to improve their own learning.
115. Pupils make good and often outstanding progress in their personal, social and wider development. Pupils, teaching and non-teaching staff, show mutual respect and the quality of relationships is outstanding. Pupils show concern and respect for others and have very well developed social skills.
116. During discussions, pupils show pride in their school and local community, they explain how the buddy system works and share their views openly, listening well to the views of others.
117. Pupils' attitudes to equal opportunities are very positive and constructive. They show respect for the diversity of beliefs, attitudes and cultural traditions within society.
118. Pupils have a good understanding of community life as was evidenced in the ECO committee's involvement in helping to clean up the local park as part of the 'Keep Blaenau Gwent Clean' week.
119. Pupils' awareness of the world of work and the workplace is good.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

120. The findings of the inspection team match the judgements made by the school in its self-evaluation.

121. Good teaching is a strength of the school. In the 44 lessons observed, the quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 23%     | 77%     | 0%      | 0%      | 0%      |

122. These figures are slightly above those reported in the Chief Inspector of Schools Annual Report for 2005 – 06 when the quality of teaching throughout Wales was a grade 2 or better in 79 per cent of lessons and grade 1 in 18 per cent.

123. Teaching in the Early Years is consistently good and sometimes outstanding; with a wide variety of activities that motivate children and which are clearly linked to the Desirable Outcomes for Children's Learning. The learning environment for these children is excellent and promotes the skills and attitudes necessary for effective learning very well.

124. In all lessons, pupils are made aware of the learning objectives and tasks are clearly explained. All teachers have excellent relationships with their pupils and demonstrate good pupil management. They actively address the issues of gender, race and ability and promote equality of opportunity for all.

125. In the lessons judged to have outstanding features, these include:

- very good use of open-ended questioning to develop pupils' communication and investigative skills;
- very effective use of appropriate resources and visits to stimulate and motivate pupils;
- tasks and activities that are challenging within a set time-scale and very well matched to pupils' abilities;
- opportunities for independent learning, and
- teachers' high expectations, enthusiasm and subject knowledge.

126. Throughout the school, teachers' plan together well in year groups to ensure consistency. Where appropriate, teachers demonstrate versatility in adapting lessons to accommodate the needs of all pupils.

127. Teaching assistants are deployed and used very effectively. They are extremely capable and knowledgeable and are making a significant impact on pupils' progress.

128. The SENCO works closely with the class teachers to provide well-structured activities, based on the targets set in pupils' Individual Education Plans (IEP), and to give positive support.
129. Teachers regularly attend in-service training to improve their subject knowledge and skills. Their subject knowledge and understanding of the common requirements of the national curriculum are good.
130. Planning for the delivery of the key skills, including creative and problem solving skills, is consistent across the school. However, the promotion of pupils' bilingual skills is underdeveloped. Teachers' use of incidental Welsh is inconsistent.
131. The school meets statutory requirements for assessing and reporting pupils' progress. The school's systems and procedures are good with no important shortcomings. Assessment of pupils with additional learning needs is thorough and detailed. Progress of the under fives is regularly reviewed and careful records are maintained.
132. The assessment systems at key stage 1 and key stage 2 are based on a wide range of teacher assessments, published tests and data analysis for English, mathematics and science. End of key stage assessments are analysed thoroughly for trends and opportunities to improve standards of learning, for example the introduction of 'setting' in upper key stage 2 with an additional focus on raising attainment in mathematics.
133. All teachers have a very good knowledge of the standards achieved by pupils in English, mathematics and science. They use this detailed information to plan for pupils' continuity and progression as they move upward through the school.
134. Assessment of pupils' knowledge and understanding in the non-core subjects is less well developed.
135. Teachers' expertise in the accuracy of identifying National Curriculum levels of pupils' work as observed in a range of well produced subject portfolios is developing steadily.
136. The use of oral feedback to pupils is both helpful and encouraging. Many teachers work closely with pupils to ensure they understand how well they are doing and what they need to do to progress. Marking is generally supportive and in the best practice it clearly indicates the next step that the pupil has to take to improve his or her present level of attainment. However, not all teachers apply the school's marking policy consistently and, in some instances, incorrect spellings go undetected even when copied.
137. Parents have regular formal opportunities to visit school to discuss their child's progress and review work. The written annual school reports lack detail about what pupils have achieved in individual subjects and the format is inconsistent between respective year groups in terms of hand written or word processed

reports. Parents and carers of pupils with additional learning needs are well informed and have full access to consultation and reviews.

**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**

138. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
139. The school provides an outstanding range of learning experiences and meets the learning needs of all its pupils exceptionally well. This provision includes those with special needs and those who are gifted or talented. The aims of the school, published in the prospectus, clearly underpin all aspects of school life. The school meets statutory requirements in all respects.
140. The curriculum is exceptionally well planned, broad and balanced. It is supported by good quality policies and comprehensive schemes of work, and fully meets the statutory requirements of the National Curriculum, the locally agreed syllabus for religious education and the national recommendations for personal and social education.
141. Learning experiences are extremely carefully planned and regularly reviewed to ensure very good progression and continuity. As pupils move through the school their knowledge, skills and understanding are reinforced and extended. This is an outstanding feature of the school. A combination of topic work, separate subject teaching, setting by ability and some specialist teaching combine to ensure high quality learning experiences for all pupils.
142. The curriculum offered to the under fives is outstanding, with exciting well planned experiences carefully structured to provide enjoyment and meaningful opportunities for independent learning across the early years. Key skills are systematically developed and receive a high priority. The early years provision, which follows foundation phase philosophies and encourages learning through play both indoors and outdoors, is an outstanding feature of the school.
143. There is a clear understanding of key skills development and the whole school approach has led to a key skills framework being developed in communication, numeracy, information and communication technology and personal and social education. Opportunities for the development of key skills are built into planning and common expectations ensure good progression and consistency. The school has achieved the Basic Skills Quality Mark Award for the third time.
144. Provision for out of hours and extra-curricular activities is good with outstanding features at key stage 2. A good variety of well organised after school clubs such as welsh dancing, line dancing, IT, rugby, football,

basketball, netball, badminton and hockey are run by school staff while a "Jesus and me" club is run by local clergy and parishioners. The additional provision provides pupils with a good range of opportunities to extend and develop their confidence and interests. The school also hosts pre-school, after-school and holiday clubs, which are all accredited.

145. A wide variety of educational visits are undertaken to supplement the curriculum. The local area such as the church, park and museum is used well especially for historical and geographical field work and visits further afield to St. Fagans, Cardiff Bay and the Corus site for example, enrich the educational opportunities on offer.
146. The outdoor adventurous activity programme for key stage 2 pupils is another strong feature of the school and very popular with pupils. The school choir performs at the local hospital and community links are strong.
147. The school shows a strong commitment to its provision for pupil's spiritual, moral, social and cultural development which is very good with outstanding features.
148. Collective worship is a quality experience which celebrates the school as a community, meets statutory requirements and is broadly Christian in nature. Pupils have the opportunity to say prayers and sing hymns in both Welsh and English, and do so enthusiastically and with enjoyment. Although some time is provided for reflection and contemplation of a spiritual nature during collective worship, other opportunities are missed during the school day.
149. All staff actively foster values such as honesty, fairness and respect and model this behaviour for pupils and this is a striking and outstanding feature of the day to day life of the school.
150. Pupils' social development is further reinforced through the Personal Social Education programme, circle time, the buddy system, behaviour and discipline policies. Pupils are involved in raising funds for a number of good causes and this promotes their sense of social responsibility and understanding of their own and other communities.
151. Cultural development is actively developed and the school promotes pupils' understanding, awareness and appreciation of other cultures. *Y Cwricwlwm Cymreig* is fostered through the study of famous Welsh people for example, and pupils are given opportunities to learn about the traditions, culture and history of Wales through visits to important sites such as St. Fagans. Although the school gives some emphasis to the culture and heritage of Wales, this is an area which is underdeveloped across the curriculum.
152. Opportunities to develop pupils' bilingual skills are often missed during the school day.
153. Very good links have been developed to promote cultural diversity, these include links with a teacher in China and with a school in the twin town in

- France. Pupils raise money to support a pupil who lives in Zimbabwe and over the years have corresponded and learned about differences and similarities in lifestyle.
154. Pupils enjoy music and dance from other cultures and, during the Spring term each year, the "One World" project celebrates the links between the school, Tredegar and the world. Other links are further developed through personal and social education, geography, history and religious education. This area is a strength of the school.
  155. The school's links with parents, the community and other schools is very good with outstanding features. Parents work in partnership with staff during Parents and Children Together (PACT) sessions and state that they feel welcome in school and find the activities, in design technology for example, very positive and rewarding.
  156. Links with the local church are good. The vicar takes a weekly club in school and pupils regularly visit the church. Community links are strong and have a positive influence on pupils' personal and social development.
  157. Links with the local cluster of schools are strong and transition to the secondary school is well co-ordinated and managed.
  158. A number of visitors come to the school to talk to pupils about the world of work. These include the local vicar, Police and Community Police Officers, Fire Brigade personnel, health visitors, the local librarian, parents and grandparents who share their work and life experiences with the pupils. The school has links with Education Business Partnership and some industrialists come into school to talk to the pupils. A number of former pupils come back to school for work related education.
  159. Pupils undertake visits to the Corus and BAE Systems former sites and have been involved in submitting their views on the use that these sites can be put to following their reclamation. The deputy head teacher and year 6 teachers have worked with the management of these sites to produce effective learning documentation for use by the schools in the area. Staff have been on work placements via Careers Wales.
  160. The school organises a number of educational, vocational and cultural visits for the pupils to link in with the curriculum to places of interest in the immediate and wider area. These visits to and by the school help to broaden pupils' understanding of their community and the world of work.
  161. The school is an accredited partner for two local universities and provided six student teacher placements in the last year. The school has four trained mentors to support the students.
  162. Pupils at the school have a wide range of abilities and backgrounds. The school actively pursues high expectations for all of its pupils and enthusiastically promotes equality of access, equal opportunities and

challenges stereotyping. Intervention groups have been established to promote and support pupils targeting achievement in English and Maths. This is a strength of the school.

163. A 'Gifted and Talented' register has recently been introduced.
164. The school successfully promotes the awareness of sustainable development and global citizenship in Personal Social Education lessons and within aspects of geography, history and RE. It is slowly developing education for sustainable development and global citizenship (ESDGC) as a major part of school life. The school recycles cardboard, paper and plastic bottles and also has composting bins both within the school building and on the playgrounds. The school has an enthusiastic ECO committee and has recently been awarded the ECO Silver Award.
165. The pupils understanding of global citizenship is enhanced by visitors to the school who are either of a different nationality or who have experience in living and working in other communities.
166. Good opportunities are planned and provided for the pupils to develop their entrepreneurial and decision making skills. The current democratically elected school council is an effective means of providing pupils with real problems to solve. Pupils take their roles seriously and are very proud of their positions on the school council.
167. The school council has been instrumental in identifying the need for improvements in the school toilet areas, the need for more litter bins and the remarking of the school playground. They are proud that these improvements have been implemented.
168. The school operates a 'Fruit Tuesday' as part of its healthy school's programme.
169. Pupils take responsibility for elements of fundraising within the school both for school funds and for local, national and international charities such as NSPCC, Children in Need and Comic Relief. The school is effectively using the Dynamo Project to develop the pupil's entrepreneurial skills.
170. The breadth and quality of the curriculum, extra-curricular opportunities and work-related education and opportunities to take responsibility, ensure that the learning experiences reflect national priorities and lay the foundation for lifelong learning.

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

##### **Grade 1: Good with outstanding features**

171. The inspection team agrees with the school's evaluation of this key question.
172. The care and support arrangement for pupils in the school is an outstanding feature in the school, particularly in the nursery area.
173. The school is set in a close community where there are strong well-established links between the pupils, staff, parents, carers and the community. An open door policy operates at the school where parents are encouraged to meet with the head teacher and teachers to discuss any concerns and to act jointly with parents upon them.
174. The school provides a happy, supportive, caring and safe environment for pupils to learn. There is a strong and well-structured pastoral system within the school. Parents appreciate the high quality of care that their children receive. Pupils trust teachers to deal with any concerns quickly and effectively.
175. Regular school council meetings introduce pupils to the democratic process and allow them to take an active part in developing their school. It is proving to be very effective.
176. There are appropriate policies and procedures in place to ensure the healthy development, safety and well being of pupils.
177. The school has a suitable Health and Safety policy and regular health and safety checks are undertaken and subsequent action plans produced. Risk assessments are undertaken for in-school activities and for excursions away from school. Fire drills are regularly undertaken.
178. The school operates a healthy eating policy at mealtimes and the school council runs the Tuesday fruit tuck shop. A number of initiatives are in place to emphasise to the pupils the importance of a healthy diet, exercise and the potential dangers of smoking, alcohol and drugs.
179. The school has 12 qualified first-aiders and staff are aware of the pupils who have particular medical conditions. The school crossing patrol warden ensures that pupils safely cross the road separating the main school and the junior block.
180. The links that the school has established and maintains with parents is outstanding. Parents participate in a wide range of activities to support both their own children and the school generally.
181. Parent's views are sought via questionnaires, at informal coffee mornings held by the Parents and Friends Association (PFA) and at open evenings and events. Parents welcome the opportunity to come into school to work

alongside their children in class under the school's Parent and Child Together (PACT) arrangements.

182. Induction for children both into school and on to the Comprehensive school is very good. This is an outstanding feature of the school. Visits are undertaken to the local non-maintained playgroups. This is followed up with visits by the parents and the child to school and the gentle introduction of the child to a full school day.
183. Buddies are assigned to new starters to help induct new children into school. Similarly, there is good support for pupils who join the school in key stage 1 or key stage 2.
184. Transition arrangements for year 6 pupils transferring to local secondary schools are well established and effective and include a wide range of transition topics and activities.
185. Extremely good quality support and guidance is provided at the school through its personal and social education programme, which is taught across the curriculum. The school is supported by visits from an extensive range of professionals who provide much valued support for the pupils. These are an outstanding feature at the school.
186. Pupil's attendance, punctuality, behaviour and performance are exceptionally carefully monitored. The school's use of intervention strategies is an outstanding feature at the school. Attendance and punctuality are reviewed termly with the education welfare officer (EWO).
187. The school operates a first day response for absent pupils. Good procedures and links exist with the EWO and where a pupil's attendance or punctuality gives rise to concern, the school writes to the parents sending a print out of their child's attendance and punctuality record. If necessary the letter is then followed up by the school or the EWO.
188. The head teacher and the deputy head teacher are the designated Child Protection Officers. All school staff, including the mid day supervisors, have received training in child protection. Governors have also received child protection training via the LEA and there is a dedicated Child Protection Governor. There is a suitable Child Protection Policy that follows current guidelines.
189. A close liaison is maintained between the school, carers, parents, the LEA, Social Services, the school nurse and other agencies. The Parents and Friends Association holds a coffee morning once per week, which brings parents together and provides mutual support and an opportunity to informally discuss any concerns with the head teacher.
190. The school's provision for meeting the needs of pupils with additional learning needs is outstanding, and fully meets the special educational needs Code of Practice for Wales. The school has a very thorough and comprehensive

procedure for early identification of pupils who may be underachieving or who may have additional specialised needs.

191. Staff organise appropriate teaching strategies and, through very detailed 'child friendly' individual education plans, work is clearly adapted to meet individual needs. Through the school's outstanding inclusive nature most pupils with additional learning needs are fully integrated into the life of the school.
192. Carefully monitored group withdrawal and well directed in-class support effectively meets the needs of pupils with additional learning needs. Support for those pupils whose behaviour impedes their progress is also good. They quickly become adjusted to the school's high expectations.
193. The Special Educational Needs Co-ordinator (SENCO) effectively co-ordinates and monitors all aspects of the special educational needs provision, thus ensuring that all pupils receive a broad and balanced appropriate curriculum. The majority of targets for improvement in individual education plans closely match most pupils' needs. These are reviewed at regular intervals and evaluated in detail to meet each individual pupil's progress.
194. Parents are fully informed and involved in an effective partnership with school to ensure that they can support their children's learning at home.
195. A very important feature of the additional provision is the valuable work undertaken by very well trained learning support staff and a host of external support services. The school rightly values the input of the local authority in terms of provision by the Educational Psychologist and the Speech and Language Therapists.
196. The very good levels of service and collaboration are reflected by the minimal time for a pupil to be referred to the specialised services.
197. The school rightly considers bullying and bad behaviour serious matters. There are suitable arrangements to deter all forms of bullying or oppressive behaviour. Pupils are confident in taking any concerns to a teacher. The school's behaviour policy is based on mutual respect and consideration for others.
198. School staff constantly remind pupils of the general expectation of tolerance towards all members of the school community. School council members and Buddies help support pupils in the school.
199. Pupils are involved in drawing up their own classroom rules and opportunities are taken in assemblies, collective worship and circle time to emphasise the need to act and behave responsibly and respect others both within the school community and outside.
200. The school has very good facilities for disabled learners. Lifts have been provided on both the main site and in the junior block. The school gives equal opportunity to disabled learners.

201. Despite the difficulties of accommodation being on a split site and on two levels, the school has an accessibility plan which ensures that there are appropriate arrangements in place to ensure that any disabled pupil is not disadvantaged in any way.

## Leadership and management

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

#### Grade 1: Good with outstanding features

202. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
203. The head teacher provides the school with a strong and very effective professional leadership, and has brought about changes that are having a very positive effect on the overall management of the school.
204. He has a clear vision to lead the school forward, identifying the ways in which this can be achieved and utilising the skills of a hard working staff and governing body. He retains the respect and loyalty of staff and pupils alike and his leadership is an outstanding feature of the school.
205. A very effective and dedicated deputy and senior management team support the head teacher very well. They have a clear overview of the school's strengths and areas for development. They lead by example, providing excellent role models, and have created a very good working environment, within which staff interests and expertise are used well. Their commitment to the school is outstanding.
206. Senior managers support newly appointed staff very well and induction procedures are outstanding.
207. Policies, including those for equal opportunities, racial equality and personal and social development, have clear aims and reflect the school's commitment to attaining high levels of achievements in both academic and personal developments. They are understood and implemented by staff and governors.
208. The school takes excellent account of national priorities and local partnerships. Teachers follow national guidelines in promoting pupils' awareness of sustainable development, which is a very good feature. The school works closely with other local schools and is often chosen to pilot new initiatives.
209. Curriculum co-ordinators monitor the core subjects regularly and findings are shared with colleagues who set challenging but realistic targets. This is an outstanding feature.
210. There is a very effective staff appraisal system, which successfully links both teachers' and support staff's professional development and the priorities set by the school in its school development plan. The head teacher and senior management team track and evaluate improvements in performance.

211. Governors are very supportive of the school and are regularly provided with information about the schools' operations by the head teacher. The role of governors as a 'critical friend' is very well established.
212. They help to set the school's strategic direction and regularly monitor and evaluate developments in all aspects of school life. They also have an excellent oversight of the budget and supervise expenditure extremely well.
213. Governors meet regularly each term and fully meet all regulatory and legal requirements. The Governors Annual Report to Parents is comprehensive and meets all regulatory requirements. All statutory policies and documents have been adopted and implemented.

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

**Grade 1: Good with outstanding features**

214. The findings of the inspection team differ from the judgements made by the school in its self-evaluation report. The inspection team found outstanding features in the school's evaluation and improvement of quality and standards. It provides a model of very good practice in this area.
215. There is a definite culture of review and self-criticism among the staff and governors. They contribute to the highly effective process of self-evaluation and are well aware of its findings.
216. In producing the self-evaluation report, the school sought out, and took account of all interested parties, including governors, non-teaching staff, parents and pupils.
217. A rolling programme of classroom observations to monitor teaching and learning is in place for the core and foundation subjects, and undertaken by the head, deputy and co-ordinators.
218. The analysis of assessment records, including end of key stage assessments, help to identify trends and shortcomings and there is a very effective and useful system in place for tracking and monitoring individual pupils, or specific groups of pupils, across the school.
219. The school's self-evaluation report is outstanding, and identifies the sources of evidence to support the answers to each key question and its corresponding sub-questions. It is concise, comprehensive and clear, recording strengths and areas where improvements are needed. These are used to inform the priorities in the School Development Plan.
220. The School Development Plan is an excellent working document and the targets set are regularly reviewed and monitored by staff and governors. Consistent improvements in standards over the last few years, particularly in

the core subjects, are as a direct result of previous plans and actions. Action taken has resulted in measurable improvements.

221. The inspection team agreed with the judgements made by the school in six of the seven key questions. Where there was a difference, the inspection team upgraded the key question by one grade.
222. Overall, the school has made good progress since the last inspection. All the key issues have been successfully addressed. The head teacher and staff have worked very hard to improve all aspects of school life.

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

#### **Grade 1: Good with outstanding features**

223. The findings of the inspection team match the judgements made by the school in its evaluation report.
224. The school employs an appropriate number of qualified and experienced teachers who deliver a rich and balanced curriculum. The arrangements for their deployment and subject responsibilities are very well managed. Curriculum leaders, including a range of specialist subject teachers, make an important contribution to the overall good standards achieved.
225. All support staff are actively encouraged to take advantage of all relevant training opportunities. Arrangements for teachers' planning, preparation and assessment time are very well managed. Effective cover is provided with all involved staff being clear as to their roles and responsibilities. These arrangements are having a very positive impact on pupils' learning.
226. Teaching and learning are strengthened by a team of dedicated well qualified teaching assistants who, together with the teaching staff, provide a valuable input with planning, teaching and recording pupils' progress.
227. The office staff provide efficient and effective administrative support. The caretaker and cleaners maintain a very high standard of cleanliness within the two buildings. Other staff oversee a breakfast club and a healthy nutritious lunch. Their role is clearly recognised as an important aspect of the daily life of the school, contributing to the school functioning as a highly effective and caring community.
228. Taken together, the very well managed, well qualified, committed and enthusiastic whole school team is an outstanding feature of Georgetown Primary School.
229. The school provides an outstanding level of resources suitable to meet the learning needs of the pupils. A range of good quality and effective resources are held in classrooms and, as such, have a direct impact on the good standards achieved.

230. The nursery and reception classrooms, including the outside play areas, are very well stocked with age appropriate materials, books, large play equipment and information technology equipment to enhance and support all the dedicated areas of learning.
231. All classrooms are stocked with a good range of books and appropriate resources, to positively support all subject areas. Pupils have access to a good number of computers and the interactive whiteboards make teaching more interesting and relevant. Curriculum audits are undertaken to identify and address any additional resource needs. All resources are very well organised and readily accessible.
232. The overall quality of the split site accommodation and the way the two buildings are used and maintained is outstanding. Accommodation is very spacious and internally the school building is bright and clean and exceptionally well cared for.
233. Walls throughout the school are decorated with a wide range of high quality displays that celebrate pupils' achievements both in their academic work and play. The large hall provides good facilities for collective worship, physical education and communal activities. Very good use is made of all available space including a room designated for teachers to plan and prepare lessons.
234. The youngest children have constant access to outdoor areas and this has a positive impact on their achievement in all areas of learning. Outdoor tarmac areas on both school sites provide adequate space and are appropriately marked. However, there are limited shaded areas at present on the key stage 2 playground to protect pupils from the sun.
235. Appropriate learning resources are identified and costed within the School Development Plan. The head teacher, together with the subject co-ordinators and the governing body, ensure that the school makes economic and efficient use of its resources to deliver the curriculum and meet the needs of its pupils effectively. The skilful management of the school finances is outstanding.
236. In liaison with the local authority finance department the head teacher and governors ensure that spending decisions are clearly linked to priorities for improvement. Much thought and soul searching is put into setting the budget within a backdrop of falling pupil numbers.
237. A modest surplus of funds in previous years has been earmarked to maintain present staffing levels. This is to ensure class sizes remain relatively small and, as far as is practical, of single aged pupils. Day to day finances are managed highly effectively by the school's office staff as reflected in a recent education authority financial audit.
238. Additional funding is secured through a range of grant applications and the successful efforts of the present fund raising activities. All this additional income is put to good use.

239. Taking into account the pupils' achievements together with how well learners are guided and supported, the breadth, richness and coherence of subjects offered and the outstanding contribution made by specialist experienced teaching staff and support staff, the school provides excellent value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

240. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making very good progress towards the Desirable Outcomes for Children's Learning.

#### Language, literacy and communication skills

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 1: Good with outstanding features**

#### Outstanding features

241. In the nursery and reception classes, children listen to their teacher and other adults with rapt attention and concentration. Children's ability to respond to the rich patterns of language modelled for them and their enthusiasm in joining in with songs and rhymes in both English and Welsh is outstanding.

#### Good features

242. In the nursery, children show very good role-play skills when acting out scenarios such as the post office. The good quality real life experiences they receive through first hand visits stimulates their language and confidence and their speaking skills, which are very good, are well nurtured by all staff.
243. Children listen patiently to the ideas of others and take turns to talk. Children in the nursery and both reception classes respond very well to instructions in Welsh.
244. In both reception classes, children initiate conversations with visitors and talk knowledgeably about birthdays, asking pertinent questions and relating stories of their own birthdays. Their listening skills are well developed and they speak fluently and clearly when talking to adults using a varied vocabulary. The early years "Teaching Talk" programme helps children with less well developed speaking skills to make very good progress.
245. Nursery children show great interest in looking at books and make up stories for themselves and others, using the pictures. They know the difference between print and pictures and almost all children recognise their names. By the end of the nursery year, children know a number of letter sounds and from what is sometimes a low starting point they make very good progress.
246. Nursery children enjoy writing and mark making. They make invitations for a party, form some letters correctly and many write their own names. Children are highly motivated to want to write.
247. Reception children quickly learn individual letter sounds and more able children recognise frequently occurring words and are able to use their knowledge of letter sounds to build up simple regularly spelt words.

248. Reception children enjoy stories and many are able to predict how a story may end and talk about the characters. More able children read simple books with great pride and by the end of the Reception year the majority read simple reading books.
249. Reception children are enthusiastic writers, the majority form letters correctly and write spontaneously and independently in relation to their activities.

### **Shortcomings**

250. There are no important shortcomings.

### **Personal and social development**

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 1: Good with outstanding features**

### **Outstanding features**

251. In the nursery, children's enthusiasm for learning and their confident responses to the stimulating and exciting activities provided for them are outstanding. They choose activities independently and focus very well on their tasks. Children socialise very well with each other and their ability to relate to others, including adults, is excellent.
252. Reception children become confident and independent learners, selecting their activities and sustaining their interest exceptionally well. They develop excellent relationships with other children and with adults and show great interest in the people around them. They show respect and care for the well being of others and behave very well.

### **Good features**

253. Nursery children are familiar with school routines and settle well into class understanding the importance of washing their hands for example, before eating their snacks. They take turns sensibly and show a good sense of responsibility in looking after their classroom.
254. Children in the nursery help each other without prompting and relationships are very good. They share equipment and play well together both inside and outside, for example when building a house out of a variety of materials.
255. Reception children welcome new activities confidently and take part enthusiastically. They ask questions and persevere well, co-operating with each other and showing kindness and concern. They understand the importance of class routines and share equipment sensibly.
256. Children in reception form very good relationships and enjoy taking part in circle time. They treat each other with respect and finish the session by passing a gentle tap on the back around the circle. They show great excitement in preparing a party for Ted and patience in getting everything ready.

### **Shortcomings**

There are no important shortcomings.

### **Mathematical development**

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 1: Good with outstanding features**

#### **Outstanding features**

257. Nursery and reception children show high levels of enthusiasm for their mathematical activities and make excellent progress sometimes from a low starting point. Standards of achievement are very good and sometimes outstanding.
258. Children in the nursery confidently play shape games recognising many basic shapes and recalling the missing shape during the game. They find matching shapes around the classroom and develop their mathematical language very well.
259. Reception children confidently add up to 10 candles to cakes and share out presents for toys so that each has 4. They develop their mathematical language very well and work with great confidence and enjoyment.

#### **Good features**

260. Nursery children join in well with number rhymes and songs, many count confidently in a group to at least 10 and match numerals to 5 to the correct number of objects counted. They explore patterns when threading beads and compare, sort and match classroom objects.
261. Nursery children enthusiastically add candles to Ted's birthday cake counting confidently up to at least 5 and showing a good level of understanding of less than and more than.
262. Children in reception develop a good understanding of money and use pennies without prompting in their role play. They understand the passing of time and many can say when their birthday is and use vocabulary such as nearer to, a long way off, before and after.
263. Children measure carefully with teddy bear shapes, play a teddy counting game of numbers up to 10 and take teddy on a number hunt keeping a tally of numbers found.

### **Shortcomings**

There are no important shortcomings.

## **Knowledge and understanding of the world**

**Nursery: Grade 1: good with outstanding features**

**Reception: Grade 1: good with outstanding features**

### **Outstanding features**

264. Children in both the nursery and reception classes develop a very good understanding of the world around them by taking part in a range of well planned, first hand practical experiences.
265. Nursery children show great interest in their work on India, showing fascination with mehndi patterns painted on their hands. They dress up in Indian clothing discussing differences with their own clothes. They make and decorate diyas competently and talk confidently about Diwali, responding with great interest to stories about India. Throughout these activities they show outstanding interest and concentration and develop very good understanding.
266. Reception children have good understanding of the world of work. They make invitations to Ted's party both by mark making and using the computer selecting the correct size and shape of envelopes and stamps. In their post office role-play, they show that they have very good understanding of sending and receiving letters.

### **Good features**

267. In their imaginative play, nursery children make a variety of cakes for Ted's party. They talk knowledgeably about parties, showing an awareness of the passing of time, and confidently relate experiences about their own birthdays. They decorate real cakes with enthusiasm and describe the colours and decorations used accurately.
268. Outside, nursery children build houses using bricks, sand, wood and drainpipes, they demonstrate an excellent understanding of materials and how they are used and show a real interest in their environment.
269. Reception children name the main parts of a plant and explain the purpose of the leaves and roots. They talk knowledgeably about seasons and know interesting facts about autumn. They investigate the world around them and show great curiosity and interest in learning.

### **Shortcomings**

270. There are no important shortcomings.

## **Creative development**

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 1: Good with outstanding features**

### **Outstanding features**

271. Nursery children show great independence in selecting materials to make birthday invitations. They choose appropriate materials and show very good skills in drawing, painting and deciding how to make joins. Their independence is often outstanding. They enjoy painting walls outside with water and rollers and concentrate very well.

272. Children in reception paint, draw and make collages, imaginatively and independently, and produce art work of a very high standard. They describe in detail why they chose particular materials and evaluate their work thoughtfully. They decorate cakes and candles carefully and become totally absorbed in their creative activities.

### **Good features**

273. Nursery children sing tunefully in English and Welsh with great enjoyment, joining in with actions rhythmically and following the dynamics modelled by their teacher. They respond very well to role play scenarios such as bus journeys, cafes or house building, both indoors and outdoors, and are imaginative in acting out their roles.

274. Reception children further develop their independence in selecting their own materials for picture making and mixing colours. They use the outdoors to draw with chalk on large sheets of black paper and enjoy the sensation of the wind blowing their work. Reception children talk about their own and their friends' pictures expressing preferences for colour and texture and co-operating well together.

### **Shortcomings**

275. There are no important shortcomings.

## **Physical development**

**Nursery: Grade 1: good with outstanding features**

**Reception: Grade 1: good with outstanding features**

### **Outstanding features**

276. Nursery children demonstrate very good control and co-ordination when exploring their environment both indoors and outdoors. They move confidently and expressively and ride bikes, trikes and other wheeled vehicles with great skill.

277. Reception children move very confidently with outstanding control and awareness of space. They travel on tiptoes skilfully and make their body shapes bigger or smaller to represent a balloon inflating and deflating. They

show good control in moving in zig zag patterns and move rhythmically in response to a tambourine beat.

### **Good features**

278. Children in the nursery develop their fine motor skills very well by cutting, sticking, painting and making patterns. They carefully make dough or sand birthday cakes and show dexterity in decorating real cakes.
279. Reception children have a good understanding that their hearts beat faster when they exercise and that they need to exercise to keep healthy. They have very good control and handle classroom equipment safely, and their fine motor skills are well developed.

### **Shortcomings**

280. There are no important shortcomings.

|                |
|----------------|
| <b>Science</b> |
|----------------|

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

**Key Stage 2: Grade 1: Good with outstanding features**

### **Outstanding features**

281. In key stage 2, pupils' investigative and experimental skills are developing extremely well. When brainstorming ideas, pupils draw very successfully on the knowledge and understanding they acquired in earlier lessons.
282. Pupils work extremely well in groups, listening to each other's ideas and coming to corporate decisions. They make sensible predictions using the correct scientific vocabulary and draw conclusions consistent with the evidence.
283. Following a wide range of practical investigations and problem-solving activities, pupils have developed an excellent understanding of what contributes a fair test. They understand that the accuracy of results is affected by any small change in the conduct of an experiment.
284. Very good quality presentation of outcomes in table form, or graphically using their ICT skills, portray the confidence they have in their science work.

### **Good features**

285. In key stage 1, pupils develop good observational skills. When looking at different materials, for example, they observe and carefully record findings. They learn to use their senses for developing an awareness of the world around them and make sensible predictions before an investigation.
286. Year 2 pupils know that heating can change different substances and that these changes can be reversible or irreversible.

287. Pupils successfully construct simple electrical circuits and correctly explain how switches control the flow of electricity. They are developing a good understanding of forces, sound and light.
288. Through well planned investigations, they accurately sort a variety of materials according to their properties, including their use as conductors or insulators of electricity or whether they are magnetic or non-magnetic. They use the correct terminology to describe them.
289. Pupils correctly identify and name the organs of flowering plants and explain the different methods of seed dispersal. They are well aware of the different types of environment that plants and animals need to survive successfully. Having observed plants in different conditions, they also have a good understanding of what they need for healthy growth.
290. They have a good knowledge of the requirements of a healthy diet, the importance of exercise and the harmful effects of smoking and drugs on the body.
291. Older pupils correctly explain the relationship between the earth, the moon and the sun, and their effect on night and day.

### **Shortcomings**

292. There are no important shortcomings.

|                               |
|-------------------------------|
| <b>Information technology</b> |
|-------------------------------|

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

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

#### **Good features**

293. In key stage 1, pupil's basic computer skills are developing well. The way pupils use their ICT skills clearly enhances their learning in a number of subject areas. As they progress through the key stage pupils work with increasing independence on computers, developing good mouse control.
294. The majority enter simple text, change its appearance, log on and off their computer, follow instructions and print their work confidently. Many successfully produce detailed patterns and designs using a range of appropriate art packages to accomplish their work.
295. Pupils use their developing ICT skills confidently across the curriculum as they record and retrieve gathered information to support learning. Pupils are beginning to make good use of the internet to research for material. Pupils make very good use of the interactive whiteboard in the computer suite to consolidate their ICT and generate a great deal of enthusiasm for the subject.
296. Pupils confidently give detailed examples of various electrical devices that can be found in the home and at school. They know about the actions needed to

operate certain machines, for example, the electronic key pad to gain access into the school as a means of security.

297. Skills are further developed in key stage 2. Most pupils confidently change text, font size and colour using a wide range of art packages demonstrating independence in saving, editing and printing.
298. A very good feature in overall achievement is pupils' confidence and understanding relating to multi-media presentation. Pupils plan and create interesting presentations using a range of text, graphs and selected scanned images when recounting a conducted tour of the school in visual form.
299. By the end of Year 6, most pupils confidently direct models to move in certain directions and use a range of technological equipment, for example, the recording of heart beats after prolonged exercise. They successfully record the numerical values, enter the information into a database and create appropriate graphs before interpreting the data and asking appropriate questions.
300. Pupils use the Internet confidently to support their developing research skills when studying history, for example the rise and decline of the local iron and steel industry and its effect on the local community.

### **Shortcomings**

There are no important shortcomings.

|                          |
|--------------------------|
| <b>Design technology</b> |
|--------------------------|

**Key Stage 1: Grade 2: good features and no important shortcomings**

**Key Stage 2: Grade 2: good features and no important shortcomings**

### **Good features**

301. Key stage 1 pupils accurately name the types of movement in a variety of moving toys and books and understand the need to plan before designing and making a calendar with moving parts.
302. They draw simple pictorial plans carefully, labelling which parts will move and suggest appropriate materials. All describe a variety of ways to join materials together and suggest appropriate decorations.
303. Pupils in key stage 1 visit their local park to observe the play equipment and use construction toys creatively to build playground equipment. They draw careful designs and test materials for suitability and strength. Parents work alongside their children to complete the task and help identify aspects which could be improved.
304. Older key stage 1 pupils carefully select suitable materials to make a finger or hand puppet. They draw and use templates accurately. Pupils sew seams using a running stitch and use a good range of techniques to decorate their

puppets. They produce well finished, attractive puppets and evaluate thoughtfully, suggesting improvements.

305. Throughout the design, make and evaluation process, parents, carers and grandparents work alongside the pupils helping when necessary and adding much to their enjoyment, development of language and technological skills.
306. Pupils in lower key stage 2 evaluate a variety of money containers before drawing their own designs and selecting appropriate materials. Pupils make a paper pattern, pin it to fabric and cut out accurately. They sew using a running stitch and decorate their purse selecting a variety of joining techniques to add a fastener and decorations. Afterwards, pupils carefully evaluate their purse, testing it for usefulness and explaining how it could be improved.
307. Upper key stage 2 pupils look closely at a variety of toys, with moving parts before designing a moving toy with a cam mechanism. Pupils understand that different shaped cams produce different movements and the majority understand the relationship between the cam and the follower. Pupils use technological vocabulary well and show very good understanding of how their finished model will move.
308. Pupils at the end of key stage 2 carefully consider a range of slippers. They carry out market research and disassemble a slipper to investigate how it is constructed. Pupils annotate their sketches carefully suggesting suitable fabrics and make sample prototypes. Pupils make and use accurate paper patterns and create good quality finished products with carefully sewn decorations.

### **Shortcomings**

309. There are no important shortcomings.

|                  |
|------------------|
| <b>Geography</b> |
|------------------|

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

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

### **Good features**

310. In key stage 1, pupils develop a good geographical knowledge. Through appropriate map work they know about the four countries of the United Kingdom. Pupils are confidently aware of the key facts about their local area of Tredegar.
311. They accurately describe their journey to school, clearly distinguishing between different types of houses and important landmarks, recording good and bad features and suggesting improvements for the environment.
312. Pupils confidently use a range of different information sources to ask and respond to questions about places of local interest. Mapping skills are well developed and a strong feature is pupils' geographical vocabulary. Pupils use

extended language to describe features in the local town, sensitively reflecting for example the building of shops in certain locations and the problems of parking outside the main entrance of the school.

313. Pupils make good use of first hand information obtained during field trips to generate and successfully extend their geographical enquiries.
314. Pupils in key stage 2 have a good understanding of economically developing countries in different parts of the world. They make effective comparisons between life in Tredegar and St Lucia in terms of physical and human features, tourist attractions, cultures and festivals, using a range of evidence including photographs and reference materials.
315. In upper key stage 2, pupils confidently discuss and research the theme of environmental change within the local area. Information technology enables pupils to confidently gain information related to the countries that were involved in the buying of iron and steel in a bygone age.
316. In both key stages, through a range of well planned activities, pupils develop a good grasp of how people can affect the environment. Most pupils understand how and why places change and the need for conservation.
317. Through research and discussion most pupils have a good understanding of sustainable development and make good progress in world citizenship and the important part each country has to play. Pupils take an active part in the school's recycling activities.
318. Year 6 pupils undertake a range of map work activities relating to the transport of iron and steel from the local area to parts of Newport. Throughout the school, pupils are developing their geographical skills progressively building systematically on what has gone before.

### **Shortcomings**

319. There are no important shortcomings.

|                           |
|---------------------------|
| <b>Physical education</b> |
|---------------------------|

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

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

### **Good features**

320. In both key stages, pupils are developing good control of their body movements. They are very enthusiastic and work hard to improve their performance in all aspects of physical education.
321. Pupils make sensible and pertinent comments when appraising their own or other children's performances.

322. Most pupils listen and follow instructions well and can sustain energetic activities over a long period. Their knowledge of the effect of exercise on their bodies is good and they are well aware of the benefits of regular exercise. They also have good awareness of the importance of safety in PE lessons.
323. In key stage 1, pupils demonstrate good body control and balance when moving around the hall. Their awareness and use of space is often good.
324. They create a variety of movements and shapes at different levels and speed and are happy to demonstrate good practice, confidently and sensibly. They demonstrate good hand and eye co-ordination when throwing, catching and bouncing a ball.
325. In key stage 2, pupils demonstrate good co-ordination, control and balance when moving to musical stimuli. They correctly follow a pattern and interpret music accurately when performing Welsh folk dances.
326. Pupils' gymnastic skills are of good quality. They select, practice and refine their movements to create their own sequence and collaborate well in pairs to share ideas.
327. A range of extra-curricular activities and regular support from specialist agencies has a significant impact on raising pupils' skills and self-esteem.
328. The school teams are very successful in local sporting competitions and records show that pupils' standards in swimming are good, with over 85 per cent able to swim more than 25 metres by the time they leave the school.

### **Shortcomings**

329. There are no important shortcomings.

## School's response to the inspection

The head teacher, staff and governors at Georgetown Primary School welcome the Estyn report following their inspection in October 2007.

We have considered the outcomes of the inspection and are delighted that the findings acknowledge that Georgetown Primary is an outstanding school with many excellent features.

The inspection report supports the school's own self-evaluation and acknowledges the successful progress made since the last inspection.

We are pleased that the inspection team found the standard of teaching to be good or better in 100 per cent of lessons observed and that the skill and dedication of teachers and support staff are duly acknowledged.

Furthermore that the school gives high quality provision for children in the three early years classes.

Whilst all parties are pleased with the report we will endeavour to further improve over the period until the next inspection.

An action plan to include the recommendations will be produced by the head teacher, staff and governors and will be incorporated into the school's strategic plan. The school is already prioritising aspects of the recommendations.

An outline of the school's action plan will be sent to all parents and the Governors' Annual Report to Parents will report on progress.

We would like to thank the inspection team for the professional and thorough manner in which the inspection was conducted.

## Appendix 1

### Basic information about the school

|   |  |
|---|--|
| Name of school                            | Georgetown C.P. School                           |
| School type                               | Nursery and Primary                              |
| Age-range of pupils                       | 3 – 11 years                                     |
| Address of school                         | Oakfield Road,<br>Tredegar,<br>Blaenau Gwent     |
| Postcode                                  | NP22 4LJ   |
| Telephone number                          | 01495 717341                                     |
| Head teacher                              | Mr Christopher Pritchard                         |
| Date of appointment                       | 1 <sup>st</sup> April 2002                       |
| Chair of governors/ Appropriate authority | Mr Jason Owen                                    |
| Registered inspector                      | Mr Merfyn Douglas-Jones                          |
| Dates of inspection                       | 22 <sup>nd</sup> – 25 <sup>th</sup> October 2007 |

## 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                    | 26      | 42 | 50 | 41 | 46 | 38 | 49 | 52 | 344   |

| Total number of teachers |           |           |                            |
|--------------------------|-----------|-----------|----------------------------|
|                          | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers       | 13        | 6         | 16                         |

| Staffing information   |      |
|--|------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 21:1 |
| Pupil: adult (fte) ratio in nursery classes                        | 8:1  |
| Pupil: adult (fte) ratio in special classes                        | n/a  |
| Average class size, excluding nursery and special classes          | 24   |
| Teacher (fte): class ratio   | 1:1  |

| Percentage attendance for three complete terms prior to inspection |       |       |                |
|--|-------|-------|----------------|
| Term   | N     | R     | Rest of school |
| Autumn 2006  | 91.2% | 92.4% | 94.3%          |
| Spring 2007  | 86.5% | 93.9% | 95.3%          |
| Summer 2007  | 82.0% | 90.8% | 92.7%          |

|  |     |
|--|-----|
| Percentage of pupils entitled to free school meals             | 10% |
| Number of pupils excluded during 12 months prior to inspection | 0   |

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

| National Curriculum Assessment KS1 Results 2007 |                    |          | Number of pupils in Y2: |   |    |    |    | 46 |
|---|--------------------|----------|-------------------------|---|----|----|----|----|
| Percentage of pupils at each level              |                    |          |                         |   |    |    |    |    |
|   |                    |          | D                       | W | 1  | 2  | 3  |    |
| English:  | Teacher assessment | School   | 0                       | 0 | 21 | 67 | 13 |    |
|   |                    | National | 0                       | 3 | 13 | 63 | 20 |    |
| En: reading                                     | Teacher assessment | School   | 0                       | 0 | 21 | 65 | 15 |    |
|   |                    | National | 0                       | 2 | 10 | 63 | 24 |    |
| En: writing                                     | Teacher assessment | School   | 0                       | 0 | 19 | 58 | 23 |    |
|   |                    | National | 0                       | 4 | 14 | 55 | 27 |    |
| En: speaking and listening                      | Teacher assessment | School   | 0                       | 0 | 25 | 67 | 8  |    |
|   |                    | National | 0                       | 5 | 14 | 68 | 12 |    |
| Mathematics                                     | Teacher assessment | School   | 0                       | 0 | 17 | 65 | 19 |    |
|   |                    | National | 0                       | 2 | 10 | 64 | 23 |    |
| Science   | Teacher assessment | School   | 0                       | 0 | 8  | 67 | 25 |    |
|   |                    | National | 0                       | 2 | 9  | 66 | 24 |    |

| Percentage of pupils attaining at least level 2 in mathematics, science, and either English or Welsh (first language) |     |               |     |
|---|-----|---------------|-----|
| by teacher assessment   |     | by test       |     |
| In the school   | 77% | In the school | n/a |
| In Wales  | 81% | In Wales      | n/a |

**National Curriculum Assessment Results**  
**End of key stage 2:**

| National Curriculum Assessment KS2 Results 2007 |                    |          | Number of pupils in Y6 |   |   |   |   | 57 |    |    |    |  |
|---|--------------------|----------|------------------------|---|---|---|---|----|----|----|----|--|
| Percentage of pupils at each level              |                    |          |                        |   |   |   |   |    |    |    |    |  |
|   |                    |          | D                      | A | F | W | 1 | 2  | 3  | 4  | 5  |  |
| English   | Teacher assessment | School   | 0                      | 0 | 0 | 0 | 0 | 4  | 12 | 65 | 19 |  |
|   |                    | 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 | 5  | 11 | 54 | 30 |  |
|   |                    | National | 0                      | 0 | 0 | 1 | 1 | 3  | 14 | 48 | 33 |  |
| Science   | Teacher assessment | School   | 0                      | 0 | 0 | 0 | 0 | 0  | 7  | 81 | 12 |  |
|   |                    | National | 0                      | 0 | 0 | 1 | 0 | 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   | 82% | In the school | n/a |
| In Wales  | 74% | In Wales      | n/a |

- D Pupils who are exempted 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 four 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-seven 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.

Forty-four lessons were observed over the four 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

| <b>Team member</b>                        | <b>Responsibilities</b>  |
|---|--|
| Mr Merfyn D Jones<br>Registered Inspector | Key Questions 1, 2, 5 and 6<br>Subjects: Science and Physical Education                              |
| Mr Peter Clarke<br>Team Inspector         | Key Question 4 and 7 and supporting key question 2<br>Subjects: Geography and Information Technology |
| Mrs Sue Parsons<br>Team Inspector         | Key Question 3<br>Subjects: Design Technology and Early Years  |
| Mr Reg Cawthorne<br>Lay Inspector         | Supporting key questions 1, 3, 4 and 5   |
| Mr Chris Pritchard<br>Nominee             | Providing evidence and support   |

#### **The contractor was:**

Evenlode Education Ltd  
Little Garth  
St John's Close  
Hawarden  
Flintshire  
CH5 3QJ

#### **Acknowledgement**

The inspection team would like to thank the head teacher, staff, governors, pupils and parents of the school for their co-operation and courtesy throughout the inspection.