

Lisa Thomas
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Dear Lisa Thomas

Interim visit: April 2025

A team of inspectors recently visited Georgetown Primary School to consider the school's recent progress against two of its improvement priorities.

During the visit, the team had the opportunity to observe teaching and learning, look at pupils' work and talk to pupils, staff, and leaders.

Below is a summary of progress.

Focus of visit

Improve older pupils' standards of writing

- School leaders provide well-planned professional learning that strengthens staff understanding of progression in writing. Staff regularly discuss provision and standards and engage in collaborative planning and teaching to refine approaches that improve pupils' writing skills.
- Teachers plan writing activities carefully using an agreed genre map, which supports a consistent whole-school approach and has led to notable improvements in pupils' writing standards. They make the purpose of writing tasks clear, which motivates pupils to engage positively and develop into confident, capable writers over time.

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- Many pupils make good progress in developing their writing skills for a range of purposes, including diary entries, and descriptive texts. In the best instances, writing tasks draw on learning from across the curriculum making them more meaningful. For example, Year 6 pupils draw on the school's history to create suspense stories and use artificial intelligence tools to develop 'immortal' characters. However, at times teachers plan to cover too many different genres too quickly and this prevents pupils from consolidating their understanding of writing for different purposes.
- Pupils improve the accuracy and quality of their writing by editing and refining their work in response to clear, focused feedback from teachers and peers. Teachers use strategies such as 'pitstops' and live marking effectively to identify strengths and address misconceptions in real time, enabling pupils to make immediate improvements to sentence structure, vocabulary choices, and the overall clarity and flow of their writing.

Improve teachers' understanding of effective classroom assessment, including feedback, so that they can evaluate pupils' progress, and identify how best to support their next steps in learning

- Leaders and staff have worked together effectively to improve assessment and feedback practices in the classroom. Teachers engage well in professional learning, which has strengthened their understanding and improved the consistency of assessment approaches across the school.
- Many teachers use a range of strategies effectively during lessons and when responding to pupils' work to assess understanding and support progress. In the best instances, teachers encourage pupils to reflect on the skills they are developing and to identify their next steps in learning. Many pupils respond positively to this feedback and make meaningful improvements to their work.
- Where teachers share clear and purposeful learning objectives, pupils engage well in evaluating their own progress and that of their peers. Teachers are increasingly developing pupils' ability to provide meaningful and constructive feedback, helping to create a positive and supportive classroom culture. This is having a beneficial impact on pupils' confidence, independence, and ownership of learning. However, currently, this effective practice is not embedded consistently enough across all areas of learning to ensure sustained impact.

The school's/PRU's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6772074>

Yours sincerely



Liz Miles

Assistant Director