

# **Report summary for parents and carers on George Street Primary School**

**Date of inspection: November  
2025**

# Summary

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George Street Primary School provides a warm and supportive environment where pupils feel secure and valued. Staff form positive relationships with pupils and families, and this contributes strongly to the school's caring ethos. Pupils behave well in lessons and around the school. They respond respectfully to staff and enjoy taking part in their learning activities. Safeguarding arrangements are well established and understood by all staff.

The school places a strong emphasis on attendance. Leaders use a range of successful strategies that encourage pupils to come to school regularly and on time. These approaches are having a positive impact, particularly for pupils who face additional barriers to attending school, including those from the Gypsy, Roma and Traveller community.

The recently appointed headteacher has strengthened the leadership structure and introduced clearer systems to check how well the school is performing. Governors work closely with the school and ensure that support and funding benefit the pupils at the school.

Many children start school with oracy and social skills below those expected for their age. As they move through the school, most pupils make steady progress, especially in their ability to communicate clearly and express their ideas. Teachers ensure that pupils develop progressively in their writing skills as they move through the school. However, pupils' progress in reading is limited. Younger pupils struggle to link letters and sounds, and older pupils do not read with fluency and understanding well enough. Teachers provide regular opportunities for pupils to learn and practise Welsh language patterns, and many pupils show a positive attitude towards learning the language.

The school offers a broad and engaging curriculum to its pupils. However, teachers of the younger pupils do not always take good enough account of pupils' developmental needs. In these cases, they over direct learning, and provision does not always build and extend on pupils' skills in a coherent and progressive way.

# Recommendations and next steps

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**We have made two recommendations to help the school continue to improve:**

- R1 Improve pupils' reading skills
- R2 Improve leaders' and teachers' understanding of early child development, to ensure that teaching and learning environments reflect developmentally appropriate practice.

The school will draw up an action plan to address the recommendations from the inspection.

## Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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Publication date: 22/01/2026