

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Johnston Community Primary School
Cranham Park
Johnston
Haverfordwest
Pembrokeshire
SA62 3PU**

School Number: 668/2220

Date of Inspection: 8-11 November 2004

by

**Mr Jeffrey Harries
W246/78220**

Date: 13 January 2005

Under Estyn contract number T/54/04P

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Johnston Community Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Johnston Community Primary School took place between 8 -11 November 2004. An independent team of inspectors, led by Mr Jeffrey Harries undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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. Johnston Community Primary School, built in 1981, is situated in Johnston, a large village midway between Milford Haven and Haverfordwest. The school serves a residential area with a mixture of private and council housing. It has 180.5 fte pupils aged three to 11 years of age on roll. Approximately 20% of pupils, whose parents have expressed a preference for the school, come from surrounding communities. The school reports that the area from which pupils are drawn is economically disadvantaged. The entry of children into the nursery is controlled and administered by Pembrokeshire County Council (the local education authority).
2. Around 16% of pupils are entitled to free school meals, slightly below county and national averages. All pupils' home language is English and all are of white ethnicity. Approximately 28% of pupils in mainstream classes have special educational needs (SEN), a figure higher than county and national averages. Three pupils have statements of SEN.
3. The school's vision statement is to 'offer quality educational provision within a caring, tolerant and secure environment whilst fostering in the pupils, positive attitudes, values and beliefs necessary for the multicultural citizens of tomorrow's world.'
4. The school's aims include:
 - to provide a happy, caring and stimulating environment in which pupils can develop to their full potential;
 - provide quality education, fulfilling the requirements of the National Curriculum (NC);
 - teach the basic skills with due consideration to the age, aptitude and ability of the child;
 - develop and promote the school's role within the community.
5. The school's major priorities and targets for 2004-2005 are:
 - to enhance processes that assist the effectiveness of learning throughout the school;
 - introduce a more active learning approach in the early years;
 - renew eco-school green flag status;
 - enhance the role of the governing body in school development.
6. The school was last inspected in 1999. Since that time, the school has had a new early years teaching block, some internal modifications, and outdoor facilities have been further developed. The school has attained the Investor in People Award, the Basic Skills Quality Mark for the second time together with the Sustainable School and Eco-School's Award.

Summary

7. Johnston Community Primary School is a good school with some outstanding features. It has continued to improve since the last inspection. The inspection team agreed with the judgement made by the school about the standards pupils achieve and with the majority of the school's judgements in other areas of its work. The personal and social education programme, support, guidance and care for learners and the rich learning experiences are outstanding features of the school.

Table of grades awarded

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

Key question	Inspection grade
1 How well do learners achieve?	2
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?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

Standards

9. Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	60%	17%	3%	0%

10. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
11. Pupils with special educational needs make good progress towards achieving the targets set for them.
12. Pupils' standards of achievement in lessons are above the Welsh Assembly Government's (WAG) all-Wales targets.

13. In key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Science	2	2
Welsh second language	2	2
Design and technology	1	2
Information technology	2	2
History	1	1
Religious education	2	2

14. In the early years, nursery and reception age children listen attentively to their teacher and support staff. Reception age children's skills in speaking, reading and writing develop appropriately. In key stage 1 and 2, pupils' standards and progress in the key skills of speaking and listening are good. In lessons, pupils think and express themselves confidently and clearly and listen carefully to other's points of view. Standards in reading are good, however, pupils do not use the library sufficiently for research and investigation. Standards and progress in information and communications technology (ICT) are good. The use of numeracy across the curriculum is satisfactory. The development of pupils' problem solving and creative skills is good. Pupils' skills in bilingual competence show limited progress from a low base on entry to the school; it is mainly confined to registration periods.
15. At the end of key stage 1, in 2004, pupils' attainment according to teacher assessment in English, mathematics and science was slightly below local and national averages. When compared with similar schools across Wales, school performance is in the bottom 50% of schools but above the lowest performing 25%. The significantly lower performance of boys compared to that of girls is being addressed. The school states that nearly half the pupils in this age group are identified on the SEN register.
16. At the end of key stage 2, in 2004, standards of attainment in English and mathematics was above local and national averages and well above in science. When compared with similar schools across Wales, the school's performance is in the top 50% but below the best performing 25%.
17. Overall, pupils' attitudes to learning are good and the school functions well as a happy, supportive and orderly community. They are interested in their work and are keen to do their best. They listen carefully to their teachers, settle quickly to task and sustain concentration. Pupils take pride in their achievements and know their efforts and work are appreciated by teachers.
18. The school has effective policies and procedures in place to promote good behaviour. Pupils have been involved in the formulation of the school's 'golden rules', which are positive and relevant and which reflect the caring ethos of the school. The school has successfully implemented a range of strategies to enhance pupils' self-esteem and confidence. Pupils are courteous, polite and relate well to each other, to staff and to visitors.

19. Attendance rates are good, averaging 95% for the past 12 months, and instances of unauthorised absence are minimal. Pupils are punctual and keen to attend school; registration sessions and lessons start promptly.

The quality of education and training

20. The quality of teaching in the subjects and areas of learning inspected:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	50%	17%	6%	0%

21. The proportion of grade 2 and grade 1 lessons exceed the WAG target of 65% of lessons being good or better by 2007. This is a significant improvement since the last inspection. However, a small percentage of unsatisfactory teaching persists.
22. In all classes, lessons are well planned with clear learning objectives although they are not shared with pupils in all classes. Teachers co-operate well together. They regularly have discussions, plan, share ideas, and work as a team, ensuring parity of provision for all pupils including those with SEN. However, planning for the development of key skills across the curriculum is variable and underdeveloped in some classes. Planning for the under-fives is appropriate with active learning becoming a stronger feature.
23. Teachers have good subject knowledge and use a good range of teaching strategies and resources. Very effective use is made of role play, particularly in history and Welsh second language. Very good use is made of interactive whiteboards which significantly maintains pupils' interest. Well-organised direct teaching is conducted at a brisk pace, and good quality questioning encourages pupils to make appropriate responses. Challenging tasks are set for pupils of all abilities, and relevant conclusions to lessons reinforce new learning. Peripatetic teaching in Welsh second language further raises the percentage of very good teaching.
24. In the lessons judged to be unsatisfactory, classroom management is less effective and teacher expectations of behaviour are not sufficiently high, resulting in pupils becoming restless and inattentive.
25. Generally, the quality of assessment in the school is good. Pupils' work is regularly marked and often includes clear and supportive comments that give guidance to learners, however, not all marking mirrors this good practice.
26. Use of an extensive range of standardised tests enables the school to comprehensively track pupils' progress in reading, spelling and mathematics. Focused analysis of test results ensures that pupils scoring at either extreme are properly identified for additional support.
27. Reports to parents are detailed and include guidance on how pupils can improve. However, they do not fully comply with statutory requirements as in some sections, key skills are reported rather than the NC subjects. Parents are offered

good opportunities to comment on reports and to discuss their child's progress with teachers.

28. The school responds very well to pupils' needs and provides equal access to a very broad and balanced curriculum. There is good provision for Y Cwricwlwm Cymreig across a range of curricular areas. The school's planning and provision for personal and social education (PSE) are good with outstanding features. Working together, making choices and being aware of others prepares them to play an active role as citizens, for example, the school and eco councils function very well. Extra-curricular clubs and activities are well attended and provide a valuable addition to pupils' learning experiences, and in maintaining the school's strong sporting traditions.
29. Pupils' awareness and understanding of sustainable development and global citizenship are also outstanding features, and environmental awareness permeates the life and work of the school.
30. Provision for pupils' spiritual, moral, social and cultural development is very good. As a result pupils develop a good set of values, understand how to behave and know right from wrong. They have a clear sense of ownership and responsibility to the school and its environment. Collective worship, of a broadly Christian nature, helps pupils to understand moral issues and to respect truth and justice. Spirituality is well fostered with good opportunities for pupils to contemplate issues that directly affect their own personal circumstances, and they experience the awe and wonder of life in a number of lessons.
31. The school's partnerships with parents, the local community, the receiving secondary school and higher education institutions are highly successful and have outstanding features, that enrich the life and work of the school. Parents and friends make a valuable contribution to the life and work of the school. Parents are kept well informed through regular newsletters, curriculum topic information, an informative annual report of the governing body, a comprehensive prospectus, and by regular meetings with teachers to discuss their children's work and progress. A useful home/school agreement is in place, which has readily been accepted by the majority of parents.
32. The school is highly successful in raising pupils' awareness of the world of work. Older pupils have a good understanding of their local area and the importance of both agriculture and tourism to the economic prosperity of Pembrokeshire.
33. The care and support provided for learners is good with outstanding features. The school has clear, well documented policies and procedures for assuring pupils' well-being and health and safety when in the school's care. Highly developed and effective working partnerships with parents and carers contribute significantly to the very good quality of support and guidance offered to pupils. The recommendations of the Code of Practice are met in the good provision made for pupils with SEN. Arrangements to curb oppressive behaviour work well.

Leadership and management

34. The quality of leadership shown by the head teacher is good. He has clarity of vision for improving and developing the school. The role of the deputy headteacher is a strength of the school. She has successfully introduced many new whole-school initiatives. The school ethos supports a good quality of life reflected in the confidence, trust and mutual co-operation between staff, pupils, governors, parents and the wider community.
35. Analysis is undertaken of performance data. Subject co-ordinators undertake effective monitoring and evaluation of their areas of responsibility by visiting classes, regularly sampling pupils' work and gathering portfolios of pupils' levelled work. They share the outcomes from evaluation, however, findings are insufficiently acted upon to impact on standards of achievement.
36. The governing body is supportive of the school. Some governors are actively involved in the life and work of the school while a significant number are recently appointed and do not yet take a full role in setting the strategic direction of the school. However, all governors are keen to become more actively involved, and the enhancement of the role of the governing body is a priority identified in the SDP.
37. Governors have a clear overview of financial management. They carefully monitor budgetary expenditure, with existing programmes of expenditure regularly reviewed to question their cost-effectiveness. Over recent years there has been a significant budget surplus but the school has identified good reason for accumulating this underspend in order to secure future improvements in ICT resources for pupils and to maintain staffing levels when pupil numbers are decreasing. The school runs effectively and efficiently on a day-to-day basis. The part-time administrative officer carries out her duties very efficiently and conscientiously.
38. The headteacher and staff are involved in the self-evaluation process with the views of governors, parents and learners having been taken into account. The SDP is a detailed plan clearly setting out the school's priorities with agreed time schedules, success criteria and costings. However, targets to further raise standards of achievement, based on evidence of current levels, are insufficiently challenging.
39. The overall provision of staffing, accommodation and resources is good. Suitably qualified, experienced teachers are well deployed and provide good support to pupils. Support staff are appropriately deployed and consulted so as to provide effective support to pupils with additional learning needs; they work effectively in partnership with class teachers.
40. The accommodation is well maintained with very good facilities for early years children. The school hall is cramped for whole-school activities. Overall, the school has sufficient learning resources. The library is well organised but under-utilised to develop pupils' investigative and research skills.

41. Overall, the school has made good progress since the last inspection in addressing the identified key issues. It provides good value for money.

Recommendations

42. The school needs to:
- R1. maintain standards in the subjects and aspects judged to be good or very good and address the identified shortcomings;
 - R2. address the unsatisfactory quality of teaching in a small number of lessons;
 - R3. plan for the systematic development of key skills;
 - R4. develop further the role of the governing body in school development planning, monitoring and evaluating curricular provision and target setting to further raise pupils' standards of achievement as set out in the school development plan;
 - R5. ensure reports to parents fully comply with statutory requirements.
43. 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 2: Good features and no important shortcomings

44. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.

Pupils' standards of achievement

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	60%	17%	3%	0%

45. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate attainment is below average with children displaying early indications of need, predominately speech and language difficulties.
46. In key stage 1 and 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Science	2	2
Welsh second language	2	2
Design and Technology	1	2
Information technology	2	2
History	1	1
Religious education	2	2

47. Pupils with special educational needs (SEN) make good progress towards achieving the targets set for them.
48. In the early years, nursery and reception age children listen attentively to their teacher and support staff. Reception age children's skills in speaking, reading and writing develop appropriately. In key stage 1 and 2, pupils' standards and progress in the key skills of speaking and listening are good. In lessons, pupils think and express themselves confidently and clearly and listen carefully to other's points of view. Standards in reading are good, however, pupils do not use the library sufficiently for research and investigation. Standards and progress in information and communications technology (ICT) are good. The use of numeracy across the curriculum is satisfactory. The development of pupils' problem solving and creative skills is good. Pupils' skills in bilingual competence show limited progress from a low base on entry to the school; it is mainly confined to registration periods.

49. At the end of key stage 1, in 2004, pupils' attainment according to teacher assessment in the National Curriculum core subjects of English, mathematics and science was slightly below local and national averages. When compared with similar schools across Wales, school performance is in the bottom 50% but above the lowest performing 25%. The significantly lower performance of boys compared to that of girls is being addressed. The school states that nearly half the pupils in this age group are identified on the SEN register.
50. At the end of key stage 2, in 2004, standards of attainment in English and mathematics was above local and national averages and well above in science. When compared with similar schools across Wales, school performance is in the top 50% but below the best performing 25%.
51. Pupils make good progress towards fulfilling their potential and moving on to the next stage of learning. They acquire and apply new knowledge well. Older pupils have a developing perception of what are the major factors that determine the standards they currently achieve.
52. Problem solving and decision making skills are developing well, however, pupils' investigative and research skills are less well developed. Children in both nursery and reception age classes are beginning to plan aspects of their learning and display an eager willingness to participate in the activities.
53. Overall, pupils' behaviour and their attitudes to learning are good and the school functions well as a happy, supportive and orderly community. The vast majority of pupils have positive attitudes to learning; they are interested in their work and are keen to do their best. They listen carefully to their teachers, settle quickly to task and sustain concentration. Pupils take pride in their achievements and know their efforts and work are appreciated by teachers.
54. The school has effective policies and procedures in place to promote good behaviour. Pupils have been involved in the formulation of the school's 'golden rules', which are positive, relevant and reflect the caring ethos of the school. The school has successfully implemented a range of strategies to enhance pupils' self-esteem and confidence, especially through circle time, and this has contributed significantly to the positive behaviour of pupils and the quality of life in the school. Pupils are courteous, polite and relate well to each other, to staff and to visitors.
55. There are outstanding qualities to the behaviour and attitudes of pupils in some year groups. At the end of KS1, pupils are highly motivated and demonstrate positive attitudes towards their work and play. Pupils in Y5 and Y6 are confident, act responsibly and display a high degree of self-discipline and maturity.
56. On a few occasions and in a minority of sessions, some pupils become restless and inattentive when classroom management is less effective and teachers' expectations of behaviour are not sufficiently high.
57. Attendance rates are good, averaging 95% for the past twelve months and instances of unauthorised absence are minimal. Pupils are punctual and keen to

attend school; registration sessions and lessons start promptly. The school complies with attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.

58. The school is at the heart of the village community and greatly valued by the community that it serves. Staff, governors and pupils are highly committed to the local community and the school participates in many aspects of community life. Exemplary use is made of the locality as a learning resource and pupils regularly serve the community by supporting many civic, cultural, and charitable projects. Pupils' environmental work within the locality has been an outstanding success and pupils are justly proud of their achievements.
59. Pupils' understanding of equal opportunities issues is developing well. In discussion with older pupils, they display a growing respect for the diversity of beliefs, attitudes and cultural traditions within society.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

60. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	50%	17%	6%	0%

62. The proportion of grade 2 and grade 1 exceed the WAG's target of 65% of lessons being good or better by 2007. This is a significant improvement since the last inspection. However, a small percentage of unsatisfactory teaching persists.

63. Teachers have a very good relationship with pupils and they know their backgrounds very well. Pupils' efforts and good work are praised and consistent encouragement ensures good progress. Teachers use effective strategies to help pupils who do not succeed at the first attempt.

64. In all classes, lessons are well planned with clear learning objectives although they are not shared with pupils in all classes. Teachers co-operate well together. They regularly have discussions, plan, share ideas, and work as a team, ensuring parity of provision for all pupils including those with SEN. However, planning for the development of key skills across the curriculum is underdeveloped. Planning for the under-fives is appropriate with active learning becoming a stronger feature.

65. Teachers have good subject knowledge and use a good range of teaching strategies and resources. Very effective use is made of role play particularly in history and Welsh second language. Very good use is made of interactive whiteboards which significantly maintains pupils' interest. Well-organised direct teaching is conducted at a brisk pace, and good quality questioning encourages pupils to make appropriate responses. Challenging tasks are set for pupils of all abilities, and relevant conclusions to lessons reinforce new learning. Teachers promote equality of opportunity and actively address the needs of specific groups of pupils including those with SEN. Peripatetic teaching in Welsh second language further raises the percentage of very good teaching.

66. In the lessons judged to be unsatisfactory, pupils become restless and inattentive when classroom management is less effective and teacher expectations of behaviour are not sufficiently high.

67. Generally, the quality of assessment in the school is good. Pupils' work is regularly marked and often includes clear and supportive comments that give guidance to learners, however, not all marking mirrors this good practice.
68. Portfolios of levelled work have been developed in the core and the majority of the foundation subjects that help to guide teachers' judgements on standards and to guide consistency of assessment. However, in key stage 2, NC test results in 2004 were on average 15% higher than the school's target. The NC test results are analysed in depth by co-ordinators in order to identify strengths and areas for potential improvement.
69. Use of an extensive range of standardised tests enables the school to comprehensively track pupils' progress in reading, spelling and mathematics. Focused analysis of test results ensures that pupils scoring at either extreme are properly identified for additional support.
70. Pupils' involvement in self-assessment activities throughout key stage 1 and 2 enables them to be aware of their own strengths, and to be involved in making decision on what aspects need improving, and in establishing targets for improvement.
71. Pupils' self-esteem is strongly promoted by the development of records of achievement that allow pupils to collate evidence of both minor and significant achievements within and beyond the NC subjects.
72. Reports to parents are detailed and include guidance on how pupils can improve. However, they do not fully comply with statutory requirements as, in some sections, key skills are reported rather than the NC subjects. Parents are offered good opportunities to comment on reports and to discuss their child's progress with teachers.

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
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73. The findings of the inspection team do not match the judgement of grade 2 made by the school in the self-evaluation report.
74. The school responds very well to pupils' needs and provides equal access to a broad and balanced curriculum. The curriculum for the under-fives gives children access to a wide and varied programme of experiences and opportunities, both indoors and outdoors, for which they plan in part. In key stage 1, the curriculum is planned on a thematic approach and mainly subject based in key stage 2. They encompass all areas of the NC programmes of study.
75. Subject policies and schemes of work fully comply with requirements. Y Cwricwlwm Cymreig is well promoted across a range of curricular areas. The learning experiences for promoting pupils' bilingual skills are less well developed.
76. The school has policies and established procedures for ensuring that equal opportunities are available for all pupils. The wide participation in the many extra-curricular clubs and activities, which include music, folk dancing, nature, cycling, gymnastics, football, rugby, and cricket, provide a valuable addition to the pupils' learning experiences. These contribute to maintain the school's strong sporting traditions.
77. Provision for pupils' spiritual, moral, social and cultural development is very good. As a result pupils develop a good set of values, understand how to behave and know right from wrong. They have a clear sense of ownership and responsibility to the school and its environment. Collective worship, of a broadly Christian nature, helps pupils to understand moral issues and to respect truth and justice. Spirituality is well fostered with good opportunities for pupils to contemplate issues that directly affect their own personal circumstances, and they experience the awe and wonder of life in a number of lessons.
78. The school's planning and provision for personal and social education are good with outstanding features. The programme is very well co-ordinated by the deputy headteacher; pupils develop confidence and are given opportunities and responsibilities to make the most of their abilities. Working together, making choices and being aware of others prepares them to play an active role as citizens, for example, the school and eco councils function very well. The curriculum includes the promotion of a healthy, safer lifestyle and pupils learn how to develop good relationships and respect the differences between people.
79. The school's partnerships with parents, the local community, the receiving secondary school and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school. Many

parents are highly supportive of the school and express satisfaction with the aims and values that the school promotes and with the standards their children achieve. Parents and friends make a valuable contribution to the life and work of the school; many give freely of their time supporting school activities, accompanying pupils on educational visits and in fund-raising for the school.

80. Parents are kept well informed through regular newsletters, curriculum topic information, an informative annual report of the governing body, a comprehensive prospectus, and by regular meetings with teachers to discuss their children's work and progress. A useful home/school agreement is in place, which has readily been accepted by the majority of parents.
81. Good pastoral, administrative and curricular links have been developed with the receiving secondary school. Regular liaison meetings, an exchange of information and ideas, joint in-service training, teacher exchanges and bridging units that span the two key stages help to promote continuity of education for pupils. The school has established successful partnerships with several institutes of higher education and regularly provides training facilities for student teachers and students undertaking vocational qualifications.
82. The school is highly successful in raising pupils' awareness of the world of work, and the vocational aspect of the personal and social education (PSE) programme is well addressed by teachers. Through their visits to a variety of retail, commercial and industrial sites, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in their locality and further afield. Older pupils have a good understanding of their local area and the importance of both agriculture and tourism to the economic prosperity of Pembrokeshire.
83. Local employers are very supportive of the school and several teachers have undertaken relevant industrial placements, which have contributed to their professional development and enhanced curriculum provision for pupils.
84. Pupils' awareness and understanding of sustainable development and global citizenship is outstanding, and environmental awareness permeates the life and work of the school. The whole school community actively promotes sustainable development. Pupils are involved in re-cycling schemes and understand the problems of litter and pollution, and the necessity for water and energy conservation. Pupils are very proud of their school and local community and want to contribute to the care and development of their surroundings.
85. Staff, governors, pupils and parents are justly proud of being the first school in Pembrokeshire to achieve the *Sustainable School's Award* at gold level and to be awarded the European Green Flag as recognition of its commitment to conservation and the environment through the *eco-schools award scheme*.
86. Pupils take part in many competitions and workshops sponsored by industry and relevant agencies, including the Education Business Partnership (EBP). They have many opportunities to develop their problem solving skills and contribute to decision making through their involvement in the School Council and Eco

Committee. A notable feature of the school is the way in which pupils themselves instigate change and translate their ideas into practical solutions. Entrepreneurial skills are fostered well as evidenced in the school's fruit shop being run by older key stage 2 pupils.

87. Pupils are very aware of their own community and how they can contribute to its regeneration through active citizenship, education, partnership and care for the environment.

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

Grade 1: Good with outstanding features
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88. Overall, the findings of the inspection team do not match the judgement of grade 2 made by the school in the self-evaluation report.
89. The school provides a secure, friendly and supportive environment where pupils are encouraged to learn. Very good working relationships are developed between pupils and adults in school, parents and the local community. All staff have agreed job descriptions that clearly define responsibilities and which complement responsibilities within policy documents.
90. Highly developed effective working partnerships with parents and carers contribute significantly to the very good quality of support and guidance offered to pupils. They appreciate the ready access to the headteacher and staff and also that the school often acts upon their recommendations.
91. Well established relationships with outside agencies enable the school to make good use of their available support.
92. Use of a suitable range of standardised and diagnostic tests enables the school to identify pupils with SEN. Early intervention is a school practice that serves pupils well. The recommendations of the Code of Practice are met in the good provision made for these pupils, in class and on a withdrawal basis.
93. The writing of individual education plans (IEPs) for pupils with SEN is a co-operative activity involving teachers, learning support assistants (LSAs), special needs co-ordinator (SENCO), pupils and parents, so that all partners are well aware of the realistic, measurable targets set and clearly understand their contribution.
94. Registration procedures are common throughout the school and the computerised system facilitates easy and thorough monitoring of attendance and absences. Very effective procedures are in place to encourage good attendance and punctuality, to ensure absences are explained and to follow up situations where necessary. Regular and effective liaison takes place with the Pupil Support Officer from the education welfare service.
95. The induction arrangements for pupils entering the school, moving up classes and transferring to secondary school are highly effective and ensure pupils settle quickly into their new environments. The youngest children in the early years unit settle in well and are happy and secure in their work and play. Home visits by staff before children enter school provide a sound foundation for the development of an active partnership with parents and contribute significantly to the pastoral care of children.

96. Transition arrangements with the local comprehensive where the great majority of pupils enter at Y7 are good. The secondary school has established a series of 'passport' bridging activities and these foster a sense of continuity and progression in the pupils.
97. The headteacher is the designated child protection officer. Members of staff have received appropriate training and are well aware of the current procedures as outlined in the school's policy.
98. Health and safety is directly taught to pupils within subject areas and as part of the school's PSE programme. First aid trained staff are available in school. Teachers regularly carry out and record risk assessments and the governing body, via the designated member, also assesses risk.
99. Engaging, carefully considered teaching styles together with effective support programmes are developed in most classes in order to meet the needs of all pupils. Support staff are well directed and the adult teamwork in classes ensures that those who need it receive the necessary additional support to develop their basic skills.
100. The school has adapted the buildings to ensure that disabled pupils can be treated equally and has plans to further improve facilities.
101. The school is rigorous in its condemnation of bullying and has introduced systems and strategies to reduce its occurrence. The work of the school council, the contexts of circle time discussion and the responsibilities of adults and older pupils on playgrounds at lunchtime often serve to reduce oppressive behaviour. Pupils whose behaviour is giving cause for concern are counselled, parents are involved and support is sought from external agencies and the LEA when necessary. These arrangements work well.
102. The school's policy on equal opportunities and enhancing good relationships is actively promoted. Pupils value the contribution of others and actively engage in mixed gender, extra curricular activities.

Leadership and management

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

Grade 2: Good features and no important shortcomings

103. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.
104. The quality of leadership shown by the head teacher is good. He has clarity of vision for improving and developing the school. The role of the deputy headteacher is a strength of the school. She is a very good role model for other teachers, has introduced many new whole-school initiatives and recently undertook training for intending headteachers. The school ethos supports a good quality of life reflected in the confidence, trust and mutual co-operation between staff, pupils, governors, parents and the wider community.
105. The school takes very good account of national priorities, for example, a commitment to develop pupils' awareness and understanding of sustainable development and global citizenship. This is well established, very evident in practice and is an outstanding feature of the school.
106. Analysis is undertaken of performance data, from baseline assessments through to the end of key stage 2. Whole-school quantitative targets are set, however, they are insufficiently challenging to further raise standards of achievement. Benchmark information is used to compare the school's performance with that of other schools in the county but not with that of similar schools in Wales.
107. In judging success and evaluating its own performance, the school uses a wide range of strategies, informed by a developing range of data and qualitative evidence. Subject co-ordinators undertake effective monitoring and evaluation of their areas of responsibility by visiting classes, regularly sampling pupils' work and gathering portfolios of pupils' levelled work. They share the outcomes from evaluation, however, findings are insufficiently acted upon to impact on standards of achievement.
108. The effective staff appraisal system promotes teachers' continuous professional development. The school has been credited with 'The Investor in People award.'
109. The governing body is supportive of the headteacher, staff and pupils and is fully committed to the aims and objectives, and the mission and vision of the school. Governors meet regularly and are supplied with comprehensive information about the life and work of the school through the headteacher's reports. Some governors are actively involved in the life and work of the school. A significant number of governors are recently appointed and do not yet take a full role in setting the strategic direction of the school and are not fully involved in

monitoring the quality of provision. However, all governors are keen to become more actively involved, and the enhancement of the role of the governing body is a priority identified in the SDP.

110. Governors have a clear overview of financial management. They carefully monitor budgetary expenditure, with existing programmes of expenditure regularly reviewed to question their cost-effectiveness. Recommendations identified in the latest audit of finances by the local authority in 2002 have been addressed. The governing body fulfils its regulatory and legal requirements, and appropriate policies are in place to meet all statutory requirements.
111. The school runs effectively and efficiently on a day to day basis. The part-time administrative officer carries out her duties very efficiently and conscientiously. Overall, the school provides good value for money.

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

Grade 2: Good features and no important shortcomings

112. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.
113. The headteacher, deputy headteacher, governors and staff are committed to maintaining and further improving standards. All staff are involved in the self-evaluation process, with the views of governors, parents and learners having been taken into account. Governors are becoming more involved in monitoring the quality of provision and have a developing understanding of the strengths of the school and the priorities to be implemented through the SDP. The role of early years and subject co-ordinators in monitoring and evaluating work is developing well.
114. The SDP is a detailed plan clearly setting out the school's priorities with agreed time schedules, success criteria and costings identified. However, targets to further raise standards of achievement based on evidence of current levels are insufficiently challenging.
115. A detailed analysis is made of a wide range of assessment and test results including baseline tests in reception and teacher assessment at the end of key stage 1 and 2. The school makes good use of this analysis to identify strengths and weaknesses.
116. Performance management procedures are impacting well on staff development. Annual interviews and monitoring of performance are undertaken by senior managers; they contribute effectively to the identification of professional needs of all staff.
117. The self-evaluation report, produced by the school before the inspection, is comprehensive. It identifies strengths and areas for improvement supported by a wide range of documented evidence. Overall, the inspection team agree with the school's identification of its strengths and areas for improvement and with the judgements made by the school in five of the seven key questions.
118. Overall, the school has made good progress since the last inspection in addressing the identified key issues.

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

Grade 2: Good features and no important shortcomings

119. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
120. Qualified experienced teachers are well deployed and provide good support to pupils. Support staff are appropriately deployed and consulted so as to provide effective support to pupils with additional learning needs; they work effectively in partnership with class teachers.
121. The school has sufficient learning resources that are in good condition to meet the needs of all pupils. Good quality teacher-produced materials and the resources accessed via the 'Espresso' on-line service usefully supplement these. Welsh reading books and dictionaries are in short supply. The library is well organised but under-utilised to develop pupils' investigative and research skills.
122. The accommodation is well maintained with very good facilities for early years children. There are well maintained, litter-free, hard-surfaced and grassed play areas. The school buildings are well used and the quality and amount of display are a very strong feature of the school that stimulates and enhances pupils' learning. Space for pupils and for storage are limited in the Y6 class. The school hall is cramped for whole-school activities.
123. The accommodation caters for pupils who have physical disabilities and complies with the requirements of the Disability Act.
124. Budgetary planning ensures a good pupil:teacher ratio. Over recent years there has been a significant budget surplus but the school has identified good reason for accumulating this underspend in order to secure future improvements in ICT resources for pupils and to maintain staffing levels when pupil numbers are decreasing.
125. Spending decisions are well linked to priorities in the school's plans. Recently, decisions have led to a significant improvement in IT resources so that, for example, all key stage 1 and 2 classes have fixed interactive whiteboards.
126. Spending decisions in school are sanctioned by the headteacher, and the budget sub-committee of the governing body is diligent in its monitoring role of reviewing and guiding significant areas of expenditure.

Standards achieved in subjects and areas of learning

Science

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

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

Good features

127. Key stage 1 pupils confidently sort materials into sets according to given observable criteria. They know that not all materials are attracted to magnets, can make accurate predictions as to which will be attracted, and record findings appropriately in a table of results. They understand that they can use their senses to carry out grouping activities and gain an early understanding that the properties of some materials make them suitable for different purposes.
128. Some older key stage 1 pupils can determine the criteria that can best be applied in order to group a set of materials. Through discussion, they develop ideas of how to test for the chosen property. With support, they contribute to planning an investigation to answer a question and understand the need to organise a fair test.
129. Younger key stage 2 pupils successfully identify materials that are transparent or opaque. They know that forces such as pushing and pulling, can cause different movement and can cite examples from everyday situations. They understand that bones provide support for the body and protection for the soft body organs. They know the names of some bones and can label the skeleton with the use of reference books. They know that different joints allow different sorts of movement.
130. Older key stage 2 pupils know that sound is caused by vibration and accurately estimate with confidence levels of sound from various sources. They know that sound is measured in decibels and that sound levels can be recorded using data logging equipment.
131. Y5 and Y6 pupils demonstrate good understanding of how to organise a fair test investigation where variables are carefully controlled and retesting is a feature of their enquiry. They understand that there are unseen micro-organisms in the environment and that, in suitable light and heat conditions, these will reproduce and grow on foodstuffs. They understand the need for hygiene in maintaining a healthy daily life.

Shortcomings

132. There are no significant shortcomings.

Welsh second language

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

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

Good features

133. Pupils participate enthusiastically in lessons in both key stages. When engaged in oral and role play activities, in groups or as a whole class, pupils display considerable enjoyment.
134. In key stage 1, pupils recite Welsh prayers and sing a wide range of Welsh songs and rhymes with good pronunciation. They listen and respond politely to oral stimuli and follow simple commands. Pupils identify the names of colours, know parts of the body, family relationships, convey greetings and count to 10 and beyond with good pronunciation and intonation. They complete language tasks with developing accuracy which build on their speaking, reading and writing skills.
135. Pupils in key stage 1 display good oral skills when asking and answering questions about familiar objects, the weather, pets, days of the week, where they live and how they feel. They confidently use a wide vocabulary and a good range of sentence structures, including negative responses.
136. Pupils in key stage 1 display good reading skills when reading from a text with the teacher. They confidently read printed resources within their environment and read aloud their own work.
137. Pupils' writing skills are good in key stage 1. They construct sentences confidently using appropriate vocabulary. Simple words are usually spelt correctly. They write a developing range of text in response to a variety of stimuli.
138. In key stage 2, pupils build on the knowledge, understanding and skills acquired in key stage 1. Speaking skills are good; they speak correctly and clearly and the vast majority are willing to contribute using a good range of vocabulary. They begin to sustain a simple conversation about the type of house they live in, their interests, weather patterns and their likes and dislikes using a developing range of vocabulary and sentence structures.
139. Pupils' reading skills in key stage 2 are satisfactory. They read words and notices displayed around the school with developing confidence, and read their written work using appropriate expression.
140. Key stage 2 pupils' writing skills are good. By the end of the key stage, they write short paragraphs for an extended range of audiences, punctuate appropriately and spell frequently- occurring words correctly. Year 6 pupils devise and write good quality individual passports as part of the link between key stage 2 and 3.

Shortcomings

141. There are no significant shortcomings but pupils in key stage 2 do not choose books independently from a range of texts, and read of their own accord because they are appealing.

Design and technology

Key Stage 1: Grade 1: Good with outstanding features

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

Good and outstanding features

142. In key stage 1, pupils make very good progress in becoming aware that they design a product for a purpose. Effective links with their learning in other subject areas help them to define the purpose.
143. Key stage 1 pupils carry out appropriate research prior to designing and making their own product. The research includes investigating other products, for example, when working on a fruit salad project, or closely observing a range of ready-made artefacts in preparation for making masks.
144. When making, key stage 1 pupils investigate various ways of joining and selecting decoration from an extensive variety of materials made available, in order to produce a good quality finish.
145. By the end of key stage 1, pupils develop a very good understanding of the need to design before making. They evaluate completed products thoughtfully and in doing so, some pupils refer back to their design.
146. Younger key stage 2 pupils realise the value of investigating prior to making, for example, when undertaking a project on puppets. They develop their skills and understanding related to joints that allow movement during focused practical tasks and are able to keep in mind the purpose for their product during the design and make stages.
147. When developing ideas for healthy sandwich snacks, pupils in key stage 2 draw on their learning in other subjects. They recognise that the design of the product should be adapted to meet the demands of the consumer and that it is important to consider people's preferences.
148. Older key stage 2 pupils make good progress in their understanding of control, realising that input actions have identified output consequences and that control devices are important in our daily lives. They demonstrate a confidence in discussing control, using ICT.
149. Year 6 pupils develop good research and evaluation skills, for example, in preparation for designing and making pizzas. They identify criteria to evaluate

existing products and are able to explain preferences. They gain a sound understanding of the need for safety and hygiene procedures and this understanding is reinforced in linked science learning.

Shortcomings

150. There are no significant shortcomings.

Information technology

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

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

Good features

151. Throughout the school, pupils make effective use of ICT to develop and support learning across the curriculum and demonstrate good use of the interactive whiteboards.
152. Key stage 1 pupils use simple graphing packages confidently to present data, for example, when organising data on pets or eye colours. They develop good mouse control when using a paint program to produce good quality portraits and confidently select colours and brush sizes.
153. Pupils in key stage 1 make good progress in developing early word processing skills, ably changing font size and colour and making selections from a word list. More able pupils are becoming confident in incorporating imported images alongside text. They resize, reposition and print their pictures with developing accuracy.
154. Younger KS2 pupils further develop their skills of combining text and graphics, for example, when they make brochures about Johnston. They demonstrate a growing confidence in printing and saving their work. They become better informed as to the capability of various software and select the appropriate software for a given purpose. They demonstrate increasing abilities of being able to cut and paste between programs and successfully produce repeating patterns.
155. Older key stage 2 pupils make good progress and demonstrate increasing confidence in using ICT to organise and communicate their learning across the curriculum. They confidently use data logging equipment to monitor change and to present the outcomes of investigation in an appropriate format; they begin to see the value of spreadsheets when they use that facility as an aid to party planning.
156. When producing a multimedia presentation on sacred texts in religious education, Y6 pupils successfully experiment with font, text size and colour, and select appropriately. They add sound and text to presentations, and confidently use a digital camera to capture images and import them into their work.

Shortcomings

157. There are no significant shortcomings.

History

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

158. Key stage 1 pupils develop good historical vocabulary. They have a very good understanding of how things change over time. Pupils answer questions confidently about life beyond living memory and make comparisons between objects then and now. They develop a very good sense of chronology, undertaking a family tree project, sequencing events and using common words and phrases relating to the passing of time.
159. In key stage 1, pupils' knowledge and understanding of the past are enhanced through studies of famous events and people. Pupils in Y1 have a developing understanding of the life of Jane Pritchard. Pupils in Y2 have very good knowledge and understanding of the life of a pit girl. They organise and communicate their knowledge and understanding by acting out a day in the life of Susan Rees, experiencing awe and wonder and empathising with her plight.
160. In key stage 1, pupils communicate their findings through good quality accounts, making good use of their writing and ICT skills.
161. Key stage 2 pupils build upon work achieved in key stage 1 particularly at the upper end of the key stage. They demonstrate a very secure understanding of the chronology of important historical periods, making very good use of timelines.
162. Lower key stage 2 pupils have good knowledge and understanding of life and conditions in Celtic times. Following a visit to Castell Henllys, pupils write good accounts on how to build a round house, and study and identify the most suitable place for construction. Y4 pupils have good understanding and knowledge of life in Tudor times.
163. Older key stage 2 pupils develop a very good range and depth of historical knowledge and understanding of life during Victorian times, and during the Second World War. They select, recall and organise historical information using very good vocabulary. Pupils present results with increasing independence, including oral and role play activities, extended writing, and the use of ICT.
164. Visits to places of historical interest, the use of visiting speakers and good quality displays enrich pupils' understanding and interpretation of history. Use of a very wide range of sources, including artefacts and classroom displays, significantly

enhances pupils' historical enquiry skills particularly at the upper end of key stage 2.

Shortcomings

165. There are no significant shortcomings.

Religious education

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

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

Good features

166. Overall, pupils have good knowledge of the main practices, festivals and stories of the Christian faith. They are aware that many people living in this country are Christian.
167. Key stage 1 pupils have good knowledge of some Bible stories from the Old and New Testaments. They have good understanding of their significance and make appropriate connections with festivals of celebration held in the church today such as harvest, Christmas and Easter.
168. Y1 pupils have a developing knowledge and understanding about people who help us and that they are part of the extended family. Y2 pupils have a very good knowledge of the christening ceremony; they consolidate learning through role play, write good quality accounts using appropriate vocabulary. Key stage 1 pupils study Judaism and are aware of the important features of and religious symbols of worship in the life of a Jewish person.
169. Pupils throughout the school reflect upon and share interesting thoughts about the nature of community and friendship. They consider positive attributes compared to those not so favourable, and record their feelings and ideas in a variety of ways. Y4 pupils have an understanding of the rights of the child and begin to develop an awareness of the difference between 'want' and 'need.'
170. Pupils in key stage 2 have a very good understanding of Islamic, Hindu and Jewish traditions and customs. They have good awareness of the symbolism and traditional features of the faiths through their study and handling of appropriate artefacts. Pupils at the upper end of the key stage use appropriate vocabulary.
171. Pupils in Y5 and Y6 have good knowledge of current world events and discuss the spiritual and moral implications of such events at length. They show respect, tolerance and understanding.
172. Pupils develop their social, moral and cultural skills and adapt them in practical ways through their behaviour, responsibilities and attitudes to everyday life in

school. They know the importance of becoming involved in charitable work and recognise that there are many people in need. They are aware of the dangers of negative attitudes and the need to consider all evidence before coming to conclusions. Pupils are confident to share their experiences with one another.

Shortcomings

173. There are no significant shortcomings but a significant number of pupils in upper key stage 2 have limited recall of Jesus' parables and miracles.

School's response to the inspection

174. The inspection report has been really well received by the staff and governors at our school. While we are pleased with the significant improvements made since the last inspection in the quality of teaching, we also acknowledge the recommendations made by the team in order to action further improvement.
175. What permeates the report is the recognition that all partners in our school community take pride in their achievements and that our school is a secure, happy, supportive and orderly community where courtesy, politeness and good relationships feature strongly. In particular, the report confirms our school's outstanding care and support for learners and the splendid environmental awareness of our pupils evidenced by our commitment to the development of sustainability, global citizenship issues and local studies.
176. The report also reassures and supports the objectivity of our own self-evaluation procedures and confirms our own assessment of the high standards we have achieved across the curriculum and in ICT since the last inspection, and the good progress pupils have made towards fulfilling their potential.
177. We appreciate how the report highlights the caring ethos and the initiatives in place that promote and enhance positive attitudes and behaviour amongst our pupils, especially our school's approach to bullying. What's pleasing too is how the report recognises the contribution made by our support staff towards meeting the needs of our pupils and how school managers guide, support and promote mutual co-operation and trust in the whole school community.
178. In order to facilitate further improvement, we fully accept the recommendations of the inspection report which will soon become the focus of our action plan. The staff and governors confidently aim to address the challenge of maintaining and improving standards, of systematically developing key skills and improving our school development planning process.
179. We, as a school community, are determined that this inspection report will be the catalyst for moving our school forward so that we can improve upon the already high standards we achieve, and the shortcomings we need to address. We intend to measure our progress towards achieving these priorities by an on-going review and the process of self-evaluation, in an honest and robust manner.

180. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix A

Basic information about the school

Name of School	Johnston Community Primary School
School type	Community
Age-range of pupils	3-11
Address of school	Cranham Park Johnston Haverfordwest Pembrokeshire
Post-Code	SA 62 3PU
Telephone Number	01437 890280

Headteacher	Mr F M Roberts
Date of appointment	September 1985
Chair of Governors/ Appropriate Authority	Councillor K Rowlands
Registered Inspector	Mr J Harries
Dates of inspection	8 th -11 th November 2004

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	7.5	24	20	21	28	25	27	28	180.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	0.6	8.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	7.5:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24.7
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 03	93.6	94.6	95.5	95.1
Spring 04	93.5	94.7	95.9	94.7
Summer 04	92.3	95.7	94.4	94.5

Percentage of pupils entitled to free school meals	15.6%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results 2004 End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:					29
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	3	14	65	18	0
		National	1	3	13	63	20	0
En: reading	Teacher Assessment	School	0	4	14	59	23	0
		National	0	3	11	63	23	0
En: writing	Teacher Assessment	School	0	5	13	69	12	0
		National	1	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	3	11	66	19	0
		National	1	4	14	55	26	0
Mathematics	Teacher Assessment	School	0	2	11	66	21	0
		National	1	2	10	62	24	0
Science	Teacher Assessment	School	0	2	10	65	23	0
		National	1	2	9	65	23	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	76%	In Wales	79%

- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results 2004 End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004			Number of pupils in Y6										34	
Percentage of pupils at each level														
			D	A	F	W	1	2	3	4	5	6		
English	Teacher assessment	School	0	0	0	0	0	6	15	50	29	0		
		National	1	1	0	1	1	5	16	46	30	0		
	Test/Task	School	0	0	0	0	0	6	12	38	44	0		
		National	1	1	0	0	0	4	13	43	37	0		
Mathematics	Teacher assessment	School	0	0	0	0	0	0	24	47	29	0		
		National	1	1	0	0	1	3	17	46	31	0		
	Test/Task	School	0	0	0	0	0	6	12	53	29	0		
		National	1	1	0	0	0	3	15	43	36	0		
Science	Teacher assessment	School	0	0	0	0	0	0	6	50	44	0		
		National	1	0	0	1	1	1	10	50	36	0		
	Test/Task	School	0	0	0	0	0	0	6	65	29	0		
		National	1	1	0	0	0	1	8	50	39	0		

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	73%	In the school	76%
In Wales	71%	In Wales	71%

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

Appendix D

Evidence base of the inspection

The inspection was carried out by a team of three inspectors who spent a total of 10 inspector days at the school.

Before the inspection:

- meetings were held with the headteacher and staff, the governing body and 20 parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 60 completed questionnaires were analysed and the inspection team took note of the results; 96% of the responses were positive;
- school documentation was examined.

During the inspection:

- evidence based on the inspection of classes in a total of 48 lessons or sessions across the age groups;
- other observations included assemblies, registration, playtimes and lunch-times;
- discussions were held with pupils about aspects of their life and work in the school;
- inspectors listened to a representative sample of pupils read;
- inspectors undertook a scrutiny of pupils' work from each year group, as well as work in the classrooms and on display around the school;
- post-inspection meetings were held with the headteacher, staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr J Harries Registered Inspector	Context Summary and recommendations Key Questions 1,3,5 and 6 Welsh second language History Religious education
Mr D J Gittins Team Inspector	Key Questions 2, 4 and 7 Science Design and technology Information technology
Mrs J Warr Lay Inspector	Contributions to key questions 1,2,3,4 and 5

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Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.