

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

**JOHNSTOWN COMMUNITY
PRIMARY SCHOOL
HEOL SALEM
JOHNSTOWN
CARMARTHEN
SA31 3HS**

School Number: 669/2114

Date of Inspection: 9 – 11 May 2005

by

**Mr D M Cray
Registered Inspector 92/16768**

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Under Estyn contract number: T/221/04/P

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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

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

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Context

The nature of the provider

- 1 Johnstown School is situated in a popular suburb of Carmarthen town and is maintained by Carmarthenshire Local Education Authority. It draws its pupils from a wide geographical area and family circumstances vary considerably. The pupils represent the full range of ability.
- 2 There are currently 367 pupils between 3 and 11 years of age on the school register and they are admitted on a part-time basis the term following their third birthday and on a full-time basis the term of their fourth birthday. There has been a slight reduction in numbers in recent years.
- 3 Eleven per cent of pupils are entitled to receive free school meals - a figure that is below county (18%) and national averages (19%). Ninety three pupils (25%), including ten with statements, are designated as having special educational needs. Nearly all pupils come from homes where English is spoken as a first language. Welsh is taught at the school as a National Curriculum foundation subject - second language programme of study.
- 4 The school was last inspected during the spring term of 1999 and since then there have been significant changes in staffing, including the appointment of a new headteacher who commenced her duties in January 2000, and a new deputy in 2003.

The school's priorities and targets

- 5 The school's self-review processes have identified a number of areas for development. These have been prioritised within a detailed development plan for the period 2005-2008 and include matters relating to:
 - The school's curriculum;
 - Staff development;
 - Community links;
 - Governors;
 - Premises;
 - Finance.

Summary

- 6 Johnstown is a particularly good school. It is a vibrant community, with many outstanding features and has consistently maintained high standards.
- 7 The findings of the inspection team match the judgements made by the school in the self-evaluation report in four of the seven key questions. Higher grades were awarded for each of key questions 2, 5 and 6.

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?	1
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?	2

Standards

- 9 The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
- 10 The nursery and reception children make good progress in the development of their communication and mathematical skills, and in the application of their information technology skills across the curriculum.
- 11 Pupils in key stages 1 and 2 achieve particularly good standards in the development of their English communication skills across the curriculum. A significant number are very articulate and their listening skills are also outstanding. Pupils achieve good standards as they use their mathematical and information technology skills in a range of curriculum subjects. Although pupils' bilingual competence is limited, they do show positive attitudes towards the Welsh Language and to its incidental use by teachers across the curriculum.

- 12 Pupils with special educational needs make very good progress as they achieve the targets set for them.
- 13 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's results in key stage 1 have tended to be within the lowest 50% of schools, but outside the lowest 25%. In key stage 2, results have been within the upper 50% group, but outside the highest 25% group of schools.
- 14 Pupils display very positive attitudes towards their learning and exhibit real interest in their lessons. Motivation levels are generally high and they achieve their potential. Across the school, pupils come to work with a growing measure of independence. They exhibit very good problem solving and thinking skills. These are outstanding features.
- 15 The behaviour of the overwhelming majority of pupils is very good. They are friendly, respectful and exceptionally courteous. Pupils' social skills are very well developed. Their very good behaviour is a positive influence on the very good quality of life in the school and the orderliness of daily routines.
- 16 Attendance levels over the last three full terms average at less than 95% (Grade 3). This is a small improvement since the last inspection. Punctuality of the majority of pupils is good although a number arrive late.

The quality of education and training

- 17 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	43%	14%	--	--

- 18 Teachers provide a pleasant, purposeful and stimulating learning environment. The mutual respect that exists between the pupils and the teachers has a very positive effect upon pupils' attitude to work. An outstanding feature is the way in which the teachers support and manage the pupils. They exercise authority with clarity and fairness and support pupils' learning with positive praise and encouragement. Equal opportunities are promoted within the school and programmes of work are modified as required to fulfil the needs of individual pupils including those with special and additional educational needs.
- 19 Assessment is used consistently to effectively inform planning. Pupils' achievements and progress is assessed fairly, accurately and regularly. Their individual assessment profiles are comprehensive and informative.
- 20 Half yearly individual targets are set in all subjects. This is an outstanding feature.

- 21 The annual reports to parents conform to requirements and are of very good quality.
- 22 The school promotes the pupils' spiritual, moral, social and cultural development very well. Their spiritual development in particular is a noteworthy feature of the provision.
- 23 Pupils' personal and social education is outstanding.
- 24 The partnership with parents is good and during the pre-inspection consultation, most parents, with few exceptions, expressed satisfaction with the quality of communication and the relationship between the school and pupils' homes.
- 25 The school is particularly proud of its links with the local community and these further enrich the pupils' experiences.
- 26 The quality of support, care and guidance for pupils is an outstanding feature. The school is a happy and caring community where the pupils are appreciated and respected.
- 27 The school works hard to improve attendance levels by means of conscientious monitoring and termly and annual awards. However, registration does not always fully comply with statutory requirements.
- 28 There are comprehensive policies and clearly defined procedures to safeguard pupils' health, safety and well being. The car parking area used by parents is well managed by volunteers at the start and end of the school day in order to address the potential risks to pupils entering and leaving on foot.
- 29 The quality of provision for pupils with special educational needs is outstanding. This provision is often innovative, such as the dyspraxia sessions and the fortnightly clinics, where parents are able to discuss issues relating to their child's progress.

Leadership and management

- 30 The quality of the leadership of the school is an outstanding feature. The headteacher is very effective in co-ordinating the work of the governing body, teachers and support staff in order to give clear strategic direction to the school's development and ensuring that it is continuously moving forward. Expectations are high and there are shared values and norms about learning, behaviour and relationships. The quality of the work of the governing body is outstanding.
- 31 The school fulfils the requirements in respect of teaching time, but there are some minor shortcomings in the annual report of the governing body that is distributed to parents.
- 32 A self-critical culture is very evident at the school and there are particularly thorough arrangements in place for performance monitoring and evaluation.

There is a significant amount of evidence that shows that the school is well informed about the quality of its educational provision and the standards achieved. The extent to which this information is used effectively to steer improvement is an outstanding feature.

- 33 The school has maintained high standards and made good progress since the last inspection.
- 34 Governors have ensured a close match of well-qualified staff with teaching and coordinating responsibilities.
- 35 Good use is made of the classroom assistants to assist pupils and teachers.
- 36 Overall, the school is well resourced, particularly so the under fives. These are kept in good order and are used effectively and efficiently. Whilst information and communication technology resources are adequate in key stage 2, there is room to improve the access under fives' and key stage 1 classes have to interactive whiteboards.
- 37 The displays are impressive throughout the school. They are a celebration of the pupils learning and make a significant contribution to the development of creative and communication skills.
- 38 The school buildings are in very good condition, very well maintained with high standards of cleanliness, which, overall, provide a very good learning environment.
- 39 Expenditure decisions are effectively linked to development planning. The budget is carefully monitored and the school provides very good value for money.

Recommendations

- 40 In order to improve the school in the areas inspected, the staff and governing body need to:
- R1: continue with the efforts to develop pupils' bilingual competence as outlined in the school's development plan;
- R2: continue to impress on parents the need to improve attendance levels and punctuality;
- R3: ensure that the governors' annual report to parents and registration arrangements fully comply with the requirements.
- 41 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.

- 42 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 43 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
- 44 The nursery and reception children make good progress in the development of their communication and mathematical skills, and in the application of their information technology skills across the curriculum.
- 45 Pupils in key stages 1 and 2 achieve particularly good standards in the development of their English communication skills across the curriculum. A significant number are very articulate and their listening skills are also outstanding. Pupils achieve good standards as they use their mathematical and information technology skills in a range of curriculum subjects. Although pupils' bilingual competence is limited, they do show positive attitudes towards the Welsh Language and to its incidental use by teachers across the curriculum.
- 46 Pupils with special educational needs make very good, progress, as they achieve the targets set for them.
- 47 In key stage 1 in 2004, according to teacher assessments, 81% of pupils attained level 2 or above in the core subjects of English, mathematics and science at the end of the key stage (Wales 80%; Carmarthenshire 76%). In 2003 the figure was 81% (Wales 79%; Carmarthenshire 78%) and in 2002 it was 67% (Wales 80%; Carmarthenshire 77%). The school's results for 2004 were higher than national and county averages in each of the core subjects. There is no significant pattern of difference between the performance of boys and girls.
- 48 In key stage 2 in 2004, 74% of pupils at the school attained level 4 or above, as determined by test/task results in the core subjects of English, mathematics and science (Wales 72%; Carmarthenshire 74%). In 2003 the figure was 86% (Wales 71%; Carmarthenshire 69%) and in 2002 the figure was 77% (Wales 68%; Carmarthenshire 69%). The results for 2004 were higher than national and county averages in mathematics, and significantly higher in English and science. As in key stage 1, there are no significant differences between the performance of boys and girl in this key stage.
- 49 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's results in key stage 1 have tended to

be within the lowest 50% of schools, but outside the lowest 25%. In key stage 2, results have been within the upper 50% group, but outside the highest 25% group of schools.

- 50 In most years, the school usually succeeds in achieving the end of key stage targets it sets for pupils despite the relatively high proportion that have special educational needs.
- 51 Pupils make good progress in their knowledge, understanding and skills. They understand what they are doing; they have a good awareness of their achievement levels and of what they need to do to improve.
- 52 They display very positive attitudes towards their learning and exhibit real interest in their lessons. Motivation levels are generally high and they achieve their potential.
- 53 The behaviour of the overwhelming majority of pupils is very good. They are friendly, respectful and exceptionally courteous. Pupils' social skills are very well developed. Their very good behaviour is a positive influence on the quality of life in the school and the orderliness of daily routines.
- 54 Attendance levels over the last three full terms average at less than 95% (Grade 3). This is a small improvement since the last inspection. A significant number of pupils achieve 100% attendance although, equally, a number of pupils' attendance falls below 90%. Attendance among reception class pupils is relatively good but is often below 90% in the nursery class. Instances of unauthorised absences are rare. Punctuality of the majority of pupils is good although a number arrive late at the start of the school day and this causes interruption to activities, including assemblies.
- 55 Across the school, pupils come to work with a growing measure of independence. They exhibit very good problem solving and thinking skills. These are outstanding features.
- 56 Pupils show respect, care and concern for others. They have a good awareness of equal opportunities and they respect diversity of beliefs, attitudes and social and cultural traditions.
- 57 Pupils have a good awareness the world of work through the range of experiences they receive through visiting places of work, by talking to visitors to the school and in the practical activities involved in their Eco-School project. Pupils, both collectively and individually, make good contributions to the community.

The quality of education and training

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

Grade 1: Good with outstanding features

58 The findings of the inspection team are different to the judgement of Grade 2 made by the school in the self-evaluation report.

59 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	43%	14%	---	---

60 Teachers provide a pleasant, purposeful and stimulating learning environment. The mutual respect that exists between the pupils and the teachers has a very positive effect upon pupils' attitude to work. An outstanding feature is the way in which the teachers support and manage the pupils. They exercise authority with clarity and fairness and support pupils' learning with positive praise and encouragement. Equal opportunities are promoted within the school and programmes of work are modified as required to fulfil the needs of individual pupils including those with special and additional educational needs.

61 In the lessons observed, the outstanding features include particularly well-structured lessons and very effective differentiation. Teachers prepare a range of interesting activities that stimulate and challenge all pupils to achieve their best. The school has been particularly successful in implementing an effective Thinking Skills Programme. By means of skilful questioning, teachers revise previous work effectively and the evaluation periods at the end of each session reinforce the learning. They use a good range of teaching techniques, and the tasks presented challenge the pupils to think and to maintain their focus on their work. In the few lessons awarded Grade 3, the lesson introductions are too long and the teachers over-direct the learning.

62 The teachers' short term planning documents take the form of fortnightly planners. They are thorough and well structured, ensuring progression and continuity. The documents are an outstanding feature and they include, clear learning objectives, consistent focus on key skills, teaching strategies, assessment opportunities and differentiated activities. The teachers' subject knowledge is sound and they are familiar with recent developments in their areas of responsibility. Teachers with subject expertise are utilised effectively in a number of curricular areas. The staff and headteacher work closely and there is a real commitment to maintain and raise teaching standards.

63 The school's support staff provide effective and steadfast support for younger pupils and those with special educational needs. Effective partnerships have been developed and this has a positive impact on pupils' development and progress.

64 Assessment is used consistently to effectively inform planning. Pupils' achievements and progress is assessed fairly, accurately and regularly. Their individual assessment profiles are comprehensive and informative.

- 65 Teachers keep detailed records of pupils' achievements. As noted in the school development plan, the process of rationalising their system of recording is currently being addressed. Effective use is made of pupil data to inform target setting and curricular review. Comprehensive collation and analysis of assessment findings are also used to earmark areas for development.
- 66 Half yearly individual targets are set in all subjects. Pupils understand the purpose of assessment and play an active role in setting the individual targets. It encourages them to evaluate their own work and play an active role in learning how to raise their own standards. These targets are also shared with the parents. This is an outstanding feature.
- 67 Parents appreciate the 'open door' policy operated by the school and respond positively to the consultation evenings. The annual reports to parents conform to requirements and are of very good quality.

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

- 68 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 69 The school caters very well for the whole range of pupils' learning needs and provides a broad and balanced curriculum that is based on relevant, challenging and stimulating activities. Effective support and equal access are provided for pupils of all abilities and for those for whom English is an additional language.
- 70 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
- 71 Detailed planning and preparation ensures that pupils' knowledge, understanding and skills are developed to particularly good effect in key stages 1 and 2. Sound procedures are administered in the area of curriculum co-ordination in order to provide continuity and progression between classes.
- 72 Well-coordinated procedures ensure the effective delivery of basic and key skills. Thinking skills strategies are particularly well developed across the year groups and are an integral part of the curriculum. This is an outstanding feature.
- 73 The provision made for promoting pupils' bilingual skills and the use of incidental Welsh in lessons is developing. The school fulfils the requirements of the Cwricwlwm Cymreig and due prominence is given to Welsh culture and heritage in the life and work of the school.
- 74 Pupils' curricular experiences are promoted through their involvement with extra-curricular activities such as the Urdd and residential visits. They receive

- numerous opportunities to participate in a range of competitions and do so with considerable success.
- 75 Visits are arranged to a good number of locations and members of the community are invited to the school on a regular basis. These arrangements enhance and promote pupils' personal and social skills and understanding of cultural differences.
- 76 The school promotes the pupils' spiritual, moral, social and cultural development very well. Their spiritual development in particular is a noteworthy feature of the provision. Varied learning experiences provide opportunities for pupils to gain understanding through reflection on their own and other people's lives and beliefs. Visits by local religious leaders make very effective contributions to the pupils' spiritual and moral development. The periods of collective worship are carefully structured and planned, and they satisfy the requirements in full. They make a very good contribution to pupils' understanding of moral issues, such as the need to help and serve others.
- 77 The pupils' personal and social education is outstanding. The school upholds the values of the school motto "Be all you can be". Effective use is made of the thematic work, circle time periods and the School Council. Opportunities are given to pupils to take responsibility and show initiative. Their awareness of global citizenship is developed effectively during their curricular studies.
- 78 The partnership with parents is good and during the pre-inspection consultation, most parents, with few exceptions, expressed satisfaction with the quality of communication and the relationship between the school and pupils' homes. They are very supportive of the home-school agreement. The school prospectus is a very well presented document that complies fully with the requirements.
- 79 Pastoral transitional arrangements for pupils between the school and the comprehensive schools it feeds are effectively organised and begin in Year 4. However, at present, curriculum development bridging the key stages is limited.
- 80 Pupils and teaching staff profit from the exchange of ideas emanating from the formal partnership with an institution of teacher training.
- 81 The school is particularly proud of its links with the local community and these further enrich the pupils' experiences.
- 82 The school's firm commitment to equal access and opportunity for all is outlined effectively within school policies. The school has high expectations of all pupils regardless of age, gender, ethnicity, ability or social background.
- 83 Pupils are provided with good experiences that raise their awareness of the world of work. These include visits from speakers and visits to local shops and businesses, together with activities associated with their Eco-School project.

- 84 Pupils study a range of issues related to sustainability, such as the initiative based on environmental improvements to the school grounds and its recycling procedures. This work, together with that relating to gaining the Silver Award as an Eco school, as well as The Pride of Place Award, are outstanding features.
- 85 Pupils receive good opportunities to develop their entrepreneurial skills, including organizing a healthy eating tuck-shop and running competitions to raise funds for good causes.

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

Grade 1: Good with outstanding features

- 86 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 87 The quality of support, care and guidance for pupils is an outstanding feature. The school is a happy and caring community where the pupils are appreciated and respected. The teaching and support staff provide a safe and secure environment for the pupils and have a very good awareness of their individual needs. Recent pupil surveys illustrate the school's endeavour to consider and respond to their views. During the discussions with the inspection team, pupils spoke of their willingness to approach the headteacher and staff for guidance and support.
- 88 Inviting parents to participate in the school's self-review is a good example of the extent to which the provision takes parents' and carers' views into account.
- 89 Effective induction programmes help pupils of all ages settle in quickly to the life and routine of their new school.
- 90 The school works hard to improve attendance levels by means of conscientious monitoring and termly and annual awards. Recently, a computerised system has been introduced effectively to analyse individual attendance. However, registration does not always fully comply with statutory requirements.
- 91 The school has a firm and effective policy to monitor and counter any discriminatory behaviour or harassment. Pupils are encouraged to support each other and they feel safe and able to speak to adults about any concerns they may have.
- 92 There are comprehensive policies and clearly defined procedures to safeguard pupils' health, safety and well being. Detailed risk assessments and are conducted, including those for off-site visits. The school's endeavour to ease the traffic congestion at the beginning and end of the school day is

well documented. Current measures include volunteers supervising the flow of traffic both in and out of the school's car park.

- 93 Child protection procedures are very thorough and all members of staff are aware of the correct procedures. Effective links have been established between the school and a range of specialist agencies which include regular visits from the school nurse and community police officer.
- 94 The quality of provision for pupils with special educational needs is outstanding and meets the requirements of the Code of Practice. The school very effectively plans and manages additional support and provision for those with specific needs including those whose behaviour impedes their progress. This provision is often innovative, such as the dyspraxia sessions and the fortnightly clinics, where parents are able to discuss issues relating to their child's progress. The school works very well with outside agencies in reviewing the progress made by pupils. Pupils' individual education plans are closely monitored and reviewed twice a year. Support staff are provided with individual work files and work closely with the teaching staff in providing effective support. Overall, pupils with special educational needs make very good progress. The school offers them full access to all areas of the curriculum and they are fully integrated into the life of the school. This fully reflects the school's motto 'Be all you can be'.
- 95 The school communicates well its high expectations with an emphasis on raising pupils' awareness of the importance of self-discipline and responsible behaviour. Whenever individual pupils have behaviour difficulties the school provides very well managed and effective support. There have been no exclusions in the past year.
- 96 Equal opportunity policies, including a racial equality policy are in place and the school nurtures very positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the basis of race, gender and background. This view was supported during the inspectors' discussions with representatives of the School Council.
- 97 The school's Accessibility Plan ensures that disabled pupils do not suffer from being treated less favourably.

Leadership and management

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

Grade 1: Good with outstanding features

- 98 The findings of the inspection team are different to the judgement of Grade 2 made by the school in the self-evaluation report.
- 99 The quality of the leadership of the school is an outstanding feature. The headteacher is very effective in co-ordinating the work of the governing body,

teachers and support staff in order to give clear strategic direction to the school's development and ensuring that it is continuously moving forward. Expectations are high and there are shared values and norms about learning, behaviour and relationships.

- 100 Management systems are particularly well established. The headteacher, deputy and the senior management team co-operate well in order to promote and sustain developments. Lines of communication, through regular whole-staff and phase meetings, are very clear. Staff members shoulder a good measure of responsibility and curriculum leaders undertake their monitoring and evaluating duties well. Members of staff are encouraged to contribute actively to the life and work of the school.
- 101 The school gives very careful consideration to national priorities and a number of initiatives are ongoing. Attention is also being given to the implications of the requirements relating to Remodelling of the Workforce.
- 102 The school has been successful in renewing the accreditations Investors in People and the Basic Skills Agency Quality Mark.
- 103 Significant emphasis is placed on managing and improving staff performance. There are very sound monitoring and evaluation arrangements in place, and a high priority is given to their continuous professional development. Performance management requirements are undertaken with great thoroughness and individuals' needs are well linked with those of the school.
- 104 The quality of the work of the governing body is outstanding. Governors are very supportive and in some cases, in attendance on a daily basis. They are particularly well informed, have a good range of backgrounds and expertise that is put to effective use. Individuals have been assigned curricular areas to monitor and through the headteacher's very comprehensive and open reports, together with feedback from colleague governors, have a good awareness of the school's curriculum, performance and the factors that influence it. They meet their responsibilities well, act as a critical friend and play a proactive role in setting the school's strategic direction.
- 105 The school fulfils the requirements in respect of teaching time, but there are some minor shortcomings in the annual report of the governing body that is distributed to parents.

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

Grade 1: Good with outstanding features

- 106 The findings of the inspection team are different to the judgement of Grade 2 made by the school in the self-evaluation report.

- 107 A self-critical culture is very evident at the school and there are particularly thorough arrangements in place for performance monitoring and evaluation. There is a significant amount of evidence that shows that the school is well informed about the quality of its educational provision and the standards achieved. The extent to which this information is used effectively to steer improvement is an outstanding feature.
- 108 Curriculum leaders play a proactive part in the school's self-evaluation arrangements. They draw on evidence from a number of different sources that include lesson observations, professional dialogue, sampling of pupils' work and monitoring of curriculum plans, in order to come to a view on the standards achieved in their areas of responsibility. Appropriate action plans and targets accrue from these evaluations.
- 109 Data is analysed very carefully and effective use is made of local and national benchmarking information in order to compare the school's performance with others. Careful consideration is given to gender issues and performance of special educational needs pupils. This information is then used to inform curriculum planning and teaching.
- 110 Through its School Council and the questionnaires distributed to pupils and parents, the school has good access to information about their views, which are then used to inform future planning.
- 111 The school's very systematic self-review procedures have ensured that the school development plan is a powerful tool for planning and implementing continuous improvement, and for providing a clear sense of direction for the work. There is a clear link between the priorities identified in the school development plan and the outcomes of the self-evaluation arrangements. Development is planned carefully and expected outcomes are noted, together with the proposed monitoring methods. Implementation responsibilities are allocated to individuals, resources are earmarked accordingly and progress is monitored carefully.
- 112 The self-evaluation report produced for the inspectors is a document of very good quality. It provides a well-informed view of the school's position and makes judgements on all aspects of each of the seven key questions. It identifies the areas and aspects that are strengths of the school and highlights those that require further attention. This view is supported by evidence from a range of sources.
- 113 The inspection team's findings match the school's judgement in its self-evaluation report in four of the seven key questions. Inspection evidence shows that the school was too conservative in its judgements on key questions 2, 5 and 6.
- 114 The school has maintained high standards and made good progress since the last inspection.

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

Grade 2: Good features and no important shortcomings

- 115 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 116 A good number of suitably qualified, experienced teachers have been appointed to teach all aspects of the school curriculum effectively. Governors have ensured a close match of well-qualified staff with teaching and coordinating responsibilities.
- 117 Good use is made of the classroom assistants to assist pupils and teachers.
- 118 The job descriptions provided for all members of staff give a clear outline of their responsibilities, including the subjects for which they are responsible.
- 119 The school is well supported by the specialist services provided by Carmarthenshire County Council and other agencies.
- 120 Professional development is managed very effectively within the school. Teachers attend a good range of in-house training sessions and this has a positive impact on their skills and understanding. The staff work effectively as a team to share information and support colleagues.
- 121 Overall, the school is well resourced, particularly so the under fives. These are kept in good order and are used effectively and efficiently. Whilst information and communication technology resources are adequate in key stage 2, there is room to improve the access under fives' and key stage 1 classes have to interactive whiteboards.
- 122 The displays are impressive throughout the school. They are a celebration of the pupils learning and make a significant contribution to the development of creative and communication skills.
- 123 Pupils benefit from educational visits that enhance their learning. Good use is made of the local community for a range of activities.
- 124 The school buildings are in very good condition, very well maintained with high standards of cleanliness, which, overall, provide a very good learning environment. All classrooms are of at least adequate size and teachers make effective use of the space available. The school grounds are extensive and there is a spacious playground and grassed area. Some areas have been imaginatively developed as gardens and spaces for outside activities. The car parking area used by parents is well managed by volunteers at the start and end of the school day in order to address the potential risks to pupils entering and leaving on foot.
- 125 The buildings provide suitable disabled access.
- 126 There is careful and efficient use of the school budget. Expenditure decisions are effectively linked to the development plans. The budget is carefully monitored and the school provides very good value for money.

School's response to the inspection

We would like to thank Mr Cray and the Inspection Team for their report and the courteous and thorough manner in which the inspection was conducted.

We are very pleased that the Inspectors recognised so many outstanding features at our school and that high standards of achievement are maintained.

We were too modest in our self evaluation report and are delighted to have achieved grade 1 for teaching, management and school improvement.

We are proud of the children's achievements as well as their personal and social skills. We are pleased the Inspectors noted the substance and quality of our inclusive approach to children who have special and additional needs.

The School Development Plan will be adjusted to include the recommendations outlined in respect of attendance and the annual governors report. Staff and governors will implement the appropriate action and monitor progress during the year.

We will conscientiously continue our good work for the benefit of every child at Johnstown School and look forward to continued parental support.

Appendix A

Basic information about the school

Name of school	Johnstown School
School type	Community
Age-range of pupils	3-11 years
Address of school	Heol Salem Johnstown Carmarthen
Post-code	SA31 3HS
Telephone number	(01267) 236653
Headteacher	Mrs H Y Starkey
Date of appointment	January 2000
Chair of governors/ Appropriate authority	Cllr J Williams
Reporting inspector	Mr D M Cray
Dates of inspection	9-11 May 2005

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	25.5	51	45	44	48	55	45	45	358.5

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.2:1
Pupil: adult (fte) ratio in nursery classes	8
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2004	88%	93.3%	94.1%
Autumn 2004	90.4%	94.8%	95.4%
Spring 2005	86.5%	93%	94%

Percentage of pupils entitled to free school meals	11%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2				48	
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School			19	52	29	
		National		4	14	63	20	
En: reading	Teacher Assessment	School			21	40	40	
		National		4	14	55	27	
En: writing	Teacher Assessment	School			13	83	4	
		National		5	14	69	11	
En: speaking and listening	Teacher Assessment	School			17	50	33	
		National		3	12	63	22	
Mathematics	Teacher Assessment	School			6	65	29	
		National		2	11	63	24	
Science	Teacher Assessment	School			8	54	38	
		National		2	10	66	22	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	81%	In Wales	80%

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2004			Number of pupils in Y6				58					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School						2	10	50	38	
		National	1				1	5	16	46	30	
Mathematics	Test/Task	School						2	10	60	28	
		National	1	1	1	1		4	13	42	37	
	Teacher assessment	School						2	10	55	33	
		National					1	3	17	46	31	
Test/Task	School						2	17	57	22		
	National	1	1	1			3	15	43	36		
Science	Teacher assessment	School							5	50	45	
		National						1	11	50	37	
	Test/Task	School							3	79	16	
		National	1	1				1	8	51	39	

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	84.5%	In the school	74.1%
In Wales	72%	In Wales	72%

- 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 D

Evidence base of the inspection

- The team of four inspectors inspected work in all classes. Between them they spent ten full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- twenty one lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- twelve parents were present at the pre-inspection meeting and 65 questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

Appendix E

Composition and responsibilities of the inspection team

Inspector	Type	Aspects
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5 and 6.
Mrs SA Taylor	Team	Key questions 2 and 4
Mrs N Williams		Key questions 3 and 7
Mr W Owen	Lay	Contributions to key questions 1, 3, 4 and 7

Contractor: Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.

SUMMARY REPORT ON THE INSPECTION OF JOHNSTOWN SCHOOL

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Johnstown 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 Johnstown School took place between 9 -11 May 2005. An independent team of three inspectors, led by Mr Martin Cray 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

Johnstown is a particularly good school. It is a vibrant community, with many outstanding features and has consistently maintained high standards.

The findings of the inspection team match the judgements made by the school in the self-evaluation report in four of the seven key questions. Higher grades were awarded for each of key questions 2, 5 and 6.

Table of grades awarded

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

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

Standards

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

The nursery and reception children make good progress in the development of their communication and mathematical skills, and in the application of their information technology skills across the curriculum.

Pupils in key stages 1 and 2 achieve particularly good standards in the development of their English communication skills across the curriculum. A significant number are very articulate and their listening skills are also outstanding. Pupils achieve good standards as they use their mathematical and information technology skills in a range of curriculum subjects. Although pupils' bilingual competence is limited, they do show positive attitudes towards the Welsh Language and to its incidental use by teachers across the curriculum.

Pupils with special educational needs make very good progress as they achieve the targets set for them.

In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's results in key stage 1 have tended to be within the lowest 50% of schools, but outside the lowest 25%. In key stage 2, results have been within the upper 50% group, but outside the highest 25% group of schools.

Pupils display very positive attitudes towards their learning and exhibit real interest in their lessons. Motivation levels are generally high and they achieve their potential. Across the school, pupils come to work with a growing measure of independence. They exhibit very good problem solving and thinking skills. These are outstanding features.

The behaviour of the overwhelming majority of pupils is very good. They are friendly, respectful and exceptionally courteous. Pupils' social skills are very well developed. Their very good behaviour is a positive influence on the very good quality of life in the school and the orderliness of daily routines.

Attendance levels over the last three full terms average at less than 95% (Grade 3). This is a small improvement since the last inspection. Punctuality of the majority of pupils is good although a number arrive late.

The quality of education and training

In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	43%	14%	--	--

Teachers provide a pleasant, purposeful and stimulating learning environment. The mutual respect that exists between the pupils and the teachers has a very positive effect upon pupils' attitude to work. An outstanding feature is the way in which the teachers support and manage the pupils. They exercise authority with clarity and fairness and support pupils' learning with positive praise and encouragement. Equal opportunities are promoted within the school and programmes of work are modified as required to fulfil the needs of individual pupils including those with special and additional educational needs.

Assessment is used consistently to effectively inform planning. Pupils' achievements and progress is assessed fairly, accurately and regularly. Their individual assessment profiles are comprehensive and informative.

Half yearly individual targets are set in all subjects. This is an outstanding feature.

The annual reports to parents conform to requirements and are of very good quality.

The school promotes the pupils' spiritual, moral, social and cultural development very well. Their spiritual development in particular is a noteworthy feature of the provision.

Pupils' personal and social education is outstanding.

The partnership with parents is good and during the pre-inspection consultation, most parents, with few exceptions, expressed satisfaction with the quality of communication and the relationship between the school and pupils' homes.

The school is particularly proud of its links with the local community and these further enrich the pupils' experiences.

The quality of support, care and guidance for pupils is an outstanding feature. The school is a happy and caring community where the pupils are appreciated and respected.

The school works hard to improve attendance levels by means of conscientious monitoring and termly and annual awards. However, registration does not always fully comply with statutory requirements.

There are comprehensive policies and clearly defined procedures to safeguard pupils' health, safety and well being. The car parking area used by parents is well managed by volunteers at the start and end of the school day in order to address the potential risks to pupils entering and leaving on foot.

The quality of provision for pupils with special educational needs is outstanding. This provision is often innovative, such as the dyspraxia sessions and the fortnightly clinics, where parents are able to discuss issues relating to their child's progress.

Leadership and management

The quality of the leadership of the school is an outstanding feature. The headteacher is very effective in co-ordinating the work of the governing body, teachers and support staff in order to give clear strategic direction to the school's development and ensuring that it is continuously moving forward. Expectations are high and there are shared values and norms about learning, behaviour and relationships. The quality of the work of the governing body is outstanding.

The school fulfils the requirements in respect of teaching time, but there are some minor shortcomings in the annual report of the governing body that is distributed to parents.

A self-critical culture is very evident at the school and there are particularly thorough arrangements in place for performance monitoring and evaluation. There is a significant amount of evidence that shows that the school is well informed about the quality of its educational provision and the standards achieved. The extent to which this information is used effectively to steer improvement is an outstanding feature.

The school has maintained high standards and made good progress since the last inspection.

Governors have ensured a close match of well-qualified staff with teaching and coordinating responsibilities.

Good use is made of the classroom assistants to assist pupils and teachers.

Overall, the school is well resourced, particularly so the under fives. These are kept in good order and are used effectively and efficiently. Whilst information and communication technology resources are adequate in key stage 2, there is room to improve the access under fives' and key stage 1 classes have to interactive whiteboards.

The displays are impressive throughout the school. They are a celebration of the pupils learning and make a significant contribution to the development of creative and communication skills.

The school buildings are in very good condition, very well maintained with high standards of cleanliness, which, overall, provide a very good learning environment.

Expenditure decisions are effectively linked to development planning. The budget is carefully monitored and the school provides very good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1: continue with the efforts to develop pupils' bilingual competence as outlined in the school's development plan;
- R2: continue to impress on parents the need to improve attendance levels and punctuality;
- R3: ensure that the governors' annual report to parents and registration arrangements fully comply with the requirements.

The governing body is responsible for amending the 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 summary of it, will be circulated to all parents at the school.

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.