

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

A Report on the Quality of Education in

**Johnstown Junior School
Bangor Road
Johnstown
Wrexham
LL14 2SW**

School Number: 6652153

Date of Inspection: 18 February 2008

by

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Johnstown Junior School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Johnstown Junior School took place between 18/02/08 and 20/02/08. An independent team of inspectors, led by Robert Stuart Wormleighton 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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **full** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Johnstown Junior School is a community school with 178 pupils on roll including sixteen who attend the area Resourced Provision Unit (RPU). The school is situated in the heart of the village of Johnstown close to the town of Wrexham. The school caters for boys and girls aged 7-11 years. The large majority of children attending the school come from the village with pupils transferring mainly from Johnstown Infant School. The village has a fairly static population comprising both council and owner occupied housing.
2. The area is described by the school as neither prosperous nor economically disadvantaged. Fifteen per cent of pupils are registered for free school meals, which is below the all Wales average of 17.5% but just above the local authority (LEA) average of 14.5%.
3. Ninety-eight per cent of pupils come from English speaking homes. No pupils speak Welsh as their first language and approximately 2% come from homes where English is not the predominant language. Nine pupils (5%) receive support for teaching English as an additional language (EAL). Children's attainment on entry to the school represents a wide range of abilities but is reported as being slightly below the expected average. Twenty one per cent of pupils are placed on the register for pupils identified as having special educational needs (SEN) which is close to the national average. The school also provides for 16 pupils with additional learning needs (ALN) in the RPU.
4. The school was last inspected in February 2002. The headteacher has been in post since September 2006. The school has been awarded the Basic Skills Quality Mark 2, the Welsh Network of Healthy Schools award on five occasions and has the Silver Eco Schools award and is currently working towards gaining Investors in People status.

The school's priorities and targets

Mission Statement

'We aim to create a warm, happy atmosphere in which all pupils feel confident and motivated to learn. We celebrate individual successes and strive for all children to fulfil their potential both academically and socially.'

5. The school's priorities identified in their School Improvement Plan (SIP) are:
 - Share School Strategic Plan including SIP to include subject area reviews, three year plan for subject development, detailed planning for individual subjects/management areas for current year. Develop and update as the year progresses.
 - Improve the teaching of reading through the introduction of a Guided Reading Scheme throughout the school. Scheme to replace present scheme as main focus for the development of the skill of reading. Improve pupil performance in terms of reading and comprehension levels.
 - Further develop bilingualism throughout the school with particular attention to the use of incidental Welsh. Promote the use of Welsh through whole-staff involvement in promoting and developing children's responses to everyday opportunities to use Welsh.

Summary

6. Johnstown is a good school with some outstanding features and few important shortcomings. The way pupils are cared for, guided and supported is an outstanding feature of the school. Outstanding features are also to be found in other areas including, aspects of how the school enriches learning experiences through a wide range of activities, the effective partnership it has with all interested parties, the way it develops sustainable development and global citizenship and how it ensures equality of access to all its pupils.
7. The school has made good progress since its previous inspection.

Table of grades awarded

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

Grades for standards in subjects inspected

Inspection Area	
English	Grade 2
Welsh second language	Grade 3
Mathematics	Grade 2
Science	Grade 2
Information technology	Grade 2
Design technology	Grade 2
History	Grade 2
Geography	Grade 2
Art	Grade 3
Music	Grade 2
Physical education	Grade 2
Religious education	Grade 2

8. During the inspection, standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	71%	18%	0%	0%

9. These figures are above the targets set by the Welsh Assembly Government (WAG) in its publication Vision into Action, that by 2010 the quality of learning assessed by Estyn should be Grade 3 or better in 98% of classes.
10. Although there are shortcomings in some subjects, pupils' success in attaining agreed learning goals is good. Pupils achieve well, and make good progress.

The achievement of pupils with SEN, particularly those within the RPU, is an outstanding feature of the school, taking account of their individual needs and abilities.

11. In the 2007 teacher assessments at the end of key stage 2, standards were above the national and the LEA averages in English and mathematics and just below the averages for science.
12. Recent trends show that the school's performance over time is good across all core subject areas with pupils' achievement meeting or exceeding the targets set for them.
13. Pupils' achieve good standards in the key skills of numeracy, information and communication technology (ICT) and the communication skills of speaking, listening and reading. However, their ability to use writing across the curriculum and their bilingual skills are underdeveloped.
14. Pupils are beginning to develop an understanding of what they are doing and what they need to do to improve. Most make good progress towards fulfilling their potential and are well prepared to go on to their next stage of learning; however on occasion a few of the more able pupils are not fully challenged.
15. Pupils' personal, social and learning skills are good. Their thinking skills are now being successfully developed and they are starting to show good strategies in problem-solving activities. Good levels of achievement in pupils' creative skills are evident throughout the school.
16. The majority of pupils work with increasing levels of motivation and are starting to work independently and take more responsibility for their own actions. The behaviour of most pupils is good.
17. Average attendance in the spring and autumn terms prior to the inspection was over 95%, which is very good, but attendance in the summer term fell to 91.9% mainly due to holidays taken in term time. Nearly all pupils arrive punctually for school and for lessons.
18. Pupils' personal, social, moral and wider development is good. They work well together and show respect and concern for each other. Older pupils take on various responsibilities outside the classroom which include links with the wider community.
19. Pupils show a good awareness of equal opportunity issues and a respect for other faiths and cultural traditions and are well prepared for effective participation in the workplace.

The quality of education and training

Grades for teaching

20. In the lessons or part lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	73%	20%	0%	0%

21. The figures are just below the target set by the WAG in its publication Vision into Action, that by 2010 the quality of teaching should be Grade 2 or better in 80% of classes.

22. Teaching is good overall, teachers have good subject knowledge. They work hard to raise pupils' self-esteem, relationships are good and lessons demonstrate effective pupil management. Lessons are well planned to take account of the needs of individual pupils. Lessons have clear objectives and the key skills are well promoted. Learning support assistants (LSA) are deployed and used effectively.
23. When teaching was outstanding, activities were challenging, very well matched to pupils' abilities, lessons had good pace and questioning techniques were conducive to improving pupils' learning. Where lessons had shortcomings there was a lack of pace, lessons lacked suitable challenge and opportunities for independent learning were limited.
24. Assessment is a developing area in the school and much progress in the quality of provision has been made recently. There is an appropriate range of assessment procedures in place to enable teachers to assess the progress pupils make in learning. Pupils however are not fully involved in the process. A good tracking system has been introduced, which is becoming more effective. The reports to parents conform to statutory requirements and are of a good quality.
25. The school provides a broad, balanced curriculum that meets statutory requirements and the needs and abilities of most pupils including those with SEN, provision for the more able and talented pupils is at an early stage of development.
26. The promotion of pupils' basic skills is good and is a strong feature of the school, although its effect on writing and bi-lingualism is variable. Planning for the use of ICT has improved significantly and has had a significant impact on standards. The school provides an outstanding range of extra-curricular activities.
27. The provision for pupils' spiritual, moral, social and cultural development is good. Daily acts of worship make a valuable contribution to the ethos of the school. Personal and social education (PSE) is well planned throughout the school. Whole school provision for developing *Y Cwricwlwm Cymreig* is good.
28. The links with parents are good. There is a good partnership arrangement with the local college and there are very well established links and at times outstanding links with local schools. There are a good range of experiences provided to develop pupils' understanding of the world of business.
29. An outstanding feature of the school is the way in which all pupils, including those with disabilities, have equal opportunity to access the curriculum offered and to take part in all areas of school life. The school also has good arrangements to tackle social disadvantage.
30. Sustainable development and global citizenship are outstanding. The school acts in a sustainable way, the democratically elected eco and school councils make valuable contributions to school life.
31. The care, support and guidance provided by the school is one of its outstanding features. Induction programmes to help new pupils settle in quickly are good.
32. Monitoring procedures for attendance, punctuality and behaviour are good. The school's provision for the healthy development, safety and well being of all pupils is an outstanding feature. The school's involvement with the Healthy Schools

initiative is well established and many of the principles are now an everyday part of school life.

33. The quality of provision for ALN is an outstanding feature. There are very good procedures to diagnose and support the learning needs of pupils with SEN, both in mainstream and in the RPU. The wide range of provision and the methods used are very effective and pupils are well supported by LSAs, as a result, pupils make measurable progress.
34. All pupils whatever their social, educational, ethnic or linguistic backgrounds have equal access to all lessons and activities, the school recognises and respects diversity. The school has effective measures to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment. Pupils are confident that they would be dealt with fairly and promptly by staff.

Leadership and management

35. The school is well led by the headteacher, who has high expectations of himself and his staff. He provides clear direction and promotes high standards. He is well supported by the acting deputy headteacher and the senior management team (SMT). Although their monitoring role is underdeveloped, the subject leaders are becoming more effective and are gaining a good overview of their subjects. Arrangements are in place to manage and improve the performance of individual members of staff.
36. The school has responded well to WAG initiatives and priorities. Target setting is becoming a more established procedure in the school and is now supported by a comprehensive system of pupil tracking focussing.
37. The governing body is very supportive and has good awareness of its responsibilities and of standards within the school. They are regular visitors to the school. The governing body meets all regulatory and legal requirements with the exception of some omissions in the school prospectus and annual report to parents.
38. The school has a healthy self-critical ethos and a climate for continual improvement and is developing a clear view of standards in all subjects. Analysis of performance data and benchmarking information is now being used to raise standards. The school's self evaluation report is of a good quality. The school has made good progress in resolving the key issues identified for development in the last inspection.
39. Staffing and accommodation are good, but there are some shortcomings in the quality and quantity of resources to support work across the curriculum. The school has an appropriate number of well-qualified teaching and support staff who are well deployed and work hard to ensure that the educational and pastoral needs of all pupils are well met.
40. The interior of the building is of an appropriate size and provides suitable accommodation for the number of pupils on roll. It is well cared for, very clean and well maintained.
41. The school matches its spending decisions to its educational priorities, spending decisions are scrutinized and overall the school gives good value for money.

Recommendations

- R1 Address the shortcomings identified in Welsh second language and art.
- R2 To provide more challenge for the most able pupils and further develop the capacity of all pupils to work with increasing levels of independence.
- R3 To improve the effectiveness of assessment for learning procedures and increase pupils' involvement in planning for their own progress and improvement.
- R4 *Further develop the role of the subject leaders to monitor resources and standards across the curriculum.
- R5 Ensure that the governors' annual report to parents and the school prospectus meet statutory requirements.

* *These areas have already been identified by the school as areas for development.*

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 judgements made by the school in its self-evaluation report on this key question.

Grades for standards in subjects inspected

Inspection Area	Grade
English	Grade 2
Welsh second language	Grade 3
Mathematics	Grade 2
Science	Grade 2
Information technology	Grade 2
Design technology	Grade 2
History	Grade 2
Geography	Grade 2
Art	Grade 3
Music	Grade 2
Physical education	Grade 2
Religious education	Grade 2

- 43. During the inspection, standards of achievement in the 45 lessons observed in the subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	71%	18%	0%	0%

44. These figures are above the targets set by the WAG in its publication Vision into Action, that by 2010 the quality of learning assessed by Estyn should be Grade 3 or better in 98% of classes.
45. Although there are shortcomings in some subjects, pupils' success in attaining agreed learning goals is good. Pupils, achieve well, and make good progress; regardless of their social, ethnic or linguistic back ground. The achievement of pupils with SEN, particularly those within the RPU, is an outstanding feature of the school, taking account of their individual needs and abilities.
46. Based on school data the progress made by the 2007 group of Y6 pupils, is good, with most pupils matching or exceeding the targets set for each of the core subjects of English, mathematics and science.
47. In the 2007 teacher assessments at the end of key stage 2, the percentage of all Y6 pupils in the school, who scored level 4 and above was, 85% in English, 82% in mathematics and 89% in science. These results were above the national and the LEA averages. The combined percentage of pupils attaining level 4 and above in the core subjects was 74% which is marginally below the national and LEA averages of 75% and 78% respectively.
48. When compared with schools with a similar proportion of pupils entitled to receive free school meals, the end of key stage results indicate that the school is performing in the top 50% of schools in English, mathematics and science and in the top 25% for the numbers attaining the core subject indicator of level 4 in each of those core subjects.
49. Recent trends show that the school's performance over time is good across all core subject areas with pupils' achievement meeting or exceeding the targets set for them, with girls outperforming boys in English and boys outperforming girls in mathematics and science.
50. Pupils' achievement in the key skills of numeracy, ICT and the communication skills of speaking, listening and reading are good and these are utilised well in many subjects. However, there are shortcomings in pupils' writing skills across the curriculum and although the school has a positive attitude towards Welsh language development, pupils' bilingual skills are underdeveloped.
51. Pupils' progress in the core subjects and in most areas of the curriculum is good overall and they acquire new knowledge and skills well, both within individual lessons and over time.
52. They are beginning to develop an understanding of what they are doing and what they need to do to improve their work. These skills are at an early stage of development. Most make good progress towards fulfilling their potential and are well prepared by the school to go on to their next stage of learning. However, on occasion, a few of the more able pupils are not fully challenged.
53. The development of pupils' personal, social and learning skills is good. The majority of pupils work with increasing levels of motivation and develop good levels of concentration and work productively as they move through the school and pupils are starting to take more responsibility for their own actions and work.
54. Overall pupils' ability to work with others is developing well and they are beginning to improve their capacity to work independently. Their thinking skills are now being successfully developed and they are starting to show good

strategies in problem-solving activities. Good levels of achievement in pupils' creative skills are evident throughout the school.

55. The behaviour of most pupils is good, with the exception of a very few pupils whose behaviour is occasionally inappropriate; however, when the school's discipline and behaviour policy is implemented, incidents are dealt with quickly and effectively. There have been four fixed-term exclusions in the 12 months prior to the inspection.
56. Average attendance over the three terms prior to the inspection was 93.9% which is just above local and national averages. In the spring and autumn terms, average attendance was over 95%, which is very good, but attendance in the summer term fell to 91.9% mainly due to holidays taken in term time. Nearly all pupils are punctual, lessons start on time and registration is conducted efficiently in line with statutory procedures.
57. Pupils' personal, social, moral and wider development is good. They work well together and show respect and concern for each other. Older pupils take on responsibilities as 'friendly faces' to younger pupils in the playground. Members of the school and eco councils also take on various responsibilities outside the classroom which include links with the wider community.
58. In discussions, pupils showed a good awareness of equal opportunity issues and a respect for other faiths and cultural traditions.
59. Pupils are well prepared for effective participation in the workplace. They benefit from the many outside organisations that visit the school and play an active role in the local community.

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. The findings of the inspection team match the judgements made by the school in its self-evaluation report on this key question.
61. In the lessons or part-lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	73%	20%	0%	0%

62. These figures are just below those reported in the Chief Inspector of Schools' Annual Report for 2005–2006 when the quality of teaching throughout Wales was good or better (Grade 1 or 2) in 79% of lessons. The figures are also just below the target set by the WAG in its publication Vision into Action, that by 2010 the quality of teaching should be Grade 2 or better in 80% of classes.
63. Teaching is good overall but a minority of the lessons observed had shortcomings. Teaching in the RPU is consistently good and sometimes has outstanding features.

64. Outstanding features of teaching include:
- tasks and activities that are challenging within a set time scale and very well matched to pupils' abilities;
 - the clarity of explanations and the quality of questioning, and
 - the pace and rigour of the lesson.
65. Shortcomings observed included:
- a slow pace to lessons engendering lapses in pupils' concentration;
 - insufficient time given for pupils to complete activities;
 - not enough opportunities for pupils to develop their own ideas, to work independently, and
 - not sufficient extra challenge for the more able.
66. Teachers work hard to raise pupils' self-esteem; they have good relationships with their pupils and in most lessons demonstrate consistent and effective pupil management, particularly with pupils who have behavioural issues. In this regard, teachers use support staff well to give such pupils the close support and encouragement they need.
67. Lessons are well planned to take account of the needs of individual pupils, including those with SEN. Clear objectives and the key skills pupils will be using during the lesson, are explained at the start of each lesson. Nearly all lessons end with a plenary session when teachers discuss with pupils whether or not the set objectives have been achieved. This good practice enables pupils to gain a focused understanding of target setting and of evaluating progress.
68. The good features of the planning for the development of pupils' bilingual skills outweigh shortcomings. Although there is regular use of incidental Welsh during the day, opportunities to use the language more fully are at an early stage of development. However, teachers do provide good opportunities for pupils to sing in Welsh during assemblies and during acts of collective worship.
69. Teachers make good use of a range of questioning techniques to elicit pupils' views and feelings, and to develop their communication and investigative skills. They intervene sensitively to support pupils and give clear explanations.
70. Appropriate resources and artefacts are utilised to enhance learning and pupils are well motivated by a variety of experiences which are beginning to reflect the range of pupils learning styles and regularly stimulate and motivate pupils.
71. Learning support assistants are deployed and used effectively. They are capable and knowledgeable and make a significant impact on pupils' learning.
72. Teachers' knowledge and understanding of the requirements of the national curriculum (NC) is good. They have good up-to-date subject knowledge, gained through regular in-service training (INSET), and demonstrate enthusiasm in their teaching.
73. All teachers actively address the issues of gender, race and ability and promote equality of opportunity for all pupils.

74. The statutory requirements for assessing and reporting on the NC are fully met. Assessment is a developing area in the school and much progress in the quality of provision has been made recently.
75. There is an appropriate range of assessment procedures in place to enable teachers to assess the progress pupils make in learning. Teachers work closely together to determine standards pupils achieve in core subjects. Designated assessment tasks are carried out which provides a good source of information upon which teachers can determine the progress of individual pupils.
76. The school takes good account of the assessments made by the feeder infant school when pupils transfer and a good tracking system has been introduced, which is becoming effective in following the progress pupils make during their time at the school.
77. Whilst some moderation of standards takes place, the school does not have sufficiently well focused portfolios of work to support teachers' assessments. The monitoring of teaching and of standards in pupils' books, has begun but is not yet embedded in the school's assessment practices.
78. The development of LEA, or consortium based, moderating of end of key stage teacher assessment in the core subjects and the assessment of foundation subjects is at an early stage of development.
79. Although the school's marking policy is not consistently applied throughout the school, many teachers use their marking of pupils' work effectively to provide assessment information and to give pupils feedback about how well they are doing in their work. By this means they enable pupils to know what they need to do to improve. Pupils, however, are not fully involved in the process and do not, at present, evaluate their own progress and set their own targets for improvement.
80. The reports to parents conform to statutory requirements and are of good quality. They usefully identify what pupils have achieved and what they need to do in order to improve their work.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

81. The findings of the inspection team are one grade lower than the judgement made by the school in its self-evaluation report. The inspection team did not identify sufficient outstanding features to corroborate the school's judgement.
82. The school provides a broad, balanced curriculum that meets statutory requirements and the needs and abilities of most pupils including those with SEN. Provision for the more able and talented pupils is at an early stage of development. The curriculum is flexible in other aspects and meets pupils' wider needs.
83. The school aims to encourage and promote positive values and attitudes. The quality of pupil/teacher relationships is good and this contributes significantly to pupils' confidence and self esteem. The headteacher, teaching and support staff provide very good role models for pupils.

84. The development of pupils' basic skills is good and is a strong feature of the school. Key skills are identified in teachers' plans. Planning for the use of ICT has improved significantly and has had a significant impact on standards.
85. The school provides an outstanding range of extra-curricular activities including residential courses. This broadens and enhances pupils' knowledge and skills very well.
86. The provision for pupils' spiritual, moral, social and cultural development is good. The headteacher and staff are successful in creating a calm, caring and supportive environment where pupils feel secure and respected. Daily acts of worship make a valuable contribution to the ethos of the school. Personal and social education is well planned throughout the school. Lessons are delivered regularly and suitable attention, depending on the age of pupils, is given to sex education and substance misuse.
87. The links with parents are good with a very high proportion of parents indicating through the questionnaires returned to the inspectors that they are very satisfied with the provision for their children. The school operates an open door policy which offers parents access to the school on a daily basis. Parents are kept well informed with regular newsletters and they are invited to discuss their child's progress at regular consultation evenings. There is an active Parent Teacher Association and it supplements school resources.
88. There is a good partnership arrangement with the local college for the training of student teachers. There are also outstanding and very well established links with local schools, including the infant school, and transition projects with the local high school.
89. Provision for work related education is good with no important shortcomings. There are a good range of experiences provided appropriate to the age of pupils and these develop their understanding of the world of business and commerce well.
90. Although pupils' bi-lingual competence is underdeveloped the whole-school provision for promoting pupils' bilingual skills and *Y Cwricwlwm Cymreig* is good overall. All staff and governors are committed to promoting pupils' bilingual skills and their knowledge of the culture and heritage of Wales.
91. An outstanding feature of the school is the way in which all adults ensure that pupils have equal opportunity to access the curriculum offered and to take part in all areas of school life whatever their ability or background. The school also has good arrangements to tackle social disadvantage and stereotyping.
92. Sustainable development and global citizenship are outstanding. Good cross-curricular planning ensures that pupils' awareness of these aspects is effectively raised, as a range of themes is covered well in a number of subjects. The eco-committee is bursting with ideas about how they want to raise awareness of environmental issues. The school acts in a sustainable way. Even the youngest children are involved in these initiatives, ensuring the rubbish is collected ready for the school compost bin.
93. The school provides a good breadth of opportunities for pupils to develop their entrepreneurial skills. The democratically elected eco and school councils provide occasions for pupils to make valuable contributions to bring about

change to school life. They also give them the chance to use their problem solving and independent thinking skills.

94. Good attention is given to ensuring pupils develop the skills for life long learning. The school's emphasis on pupils' personal social and emotional development helps to prepare them very well for their next stage of learning.

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

Grade 1: Good with outstanding features

95. The findings of the inspection team match the judgement made by the school in the self-evaluation report on this key question.
96. The care, support and guidance provided by the school is one of its outstanding features. Pupils are well cared for and, in discussions, pupils said that they were confident that any concerns would be treated seriously and dealt with quickly and effectively. The Student Assistance Programme is a particularly successful initiative supporting pupils with various additional pastoral needs.
97. The partnerships with parents are good. The majority of parents who returned the questionnaire and those parents who attended the pre-inspection meeting were very positive in their support and said they would feel welcome in school and that any complaints or suggestions would be considered seriously. There is an active Parent Teacher Association. A school website has recently been set up and continues to include additional information.
98. Induction programmes to help new pupils settle in quickly are good. There are very well established links with both the infant school and receiving high school. Year 6 pupils act as 'buddies' to the new Y3 pupils, who in turn write back to the Y2 pupils telling them of their experiences. Pupils arriving outside the usual admission times are also allocated a buddy to help them settle into their new school.
99. Outstanding personal support and guidance for pupils is provided. Teachers know their pupils well which enables them to monitor each child's needs and progress. Personal and social education is firmly embedded in the curriculum and good use is made of circle time and of specialist services such as the police, the Educational Social Worker (ESW), the National Society for the Prevention of Cruelty to Children (NSPCC) and school nurse.
100. Monitoring procedures for attendance, punctuality and behaviour are good. The importance of regular attendance is stressed in the school prospectus and there is a clear notice in the front office discouraging parents from taking holidays in term time. Leaflets are sent home in each half term, as well as the WAG letter regarding holidays in term time. The school works closely with the ESW to support families with issues of attendance, punctuality or behaviour. The pastoral co-ordinator is also responsible for dealing with and monitoring behaviour.
101. The school's provision for the healthy development, safety and well being of all pupils is an outstanding feature. The school's involvement with the Healthy Schools initiative is well established and many of the principles are now an everyday part of school life. Healthy eating is positively encouraged with a good choice of school meals, healthy snacks and chilled water available to drink in class. The school council spoke knowledgeably about the importance of exercise

in maintaining a healthy lifestyle. There is a named first aider and almost all staff have received first aid training. All staff have received epi-pen training and where necessary have received specific training to support pupils with particular medical needs. Appropriate security arrangements are in place.

102. Overall, the work carried out under child protection is an outstanding feature. The person with responsibility for child protection is trained to the appropriate level. All other staff and the named governor have received training and each have a copy of the All Wales procedures. The school works in close partnership with other relevant agencies in this field. Monitoring processes are very good. All child protection documentation is held appropriately. All staff and volunteers are Criminal Records Bureau checked.
103. The quality of provision for ALN is an outstanding feature. There are very good procedures to diagnose and support the learning needs of pupils with SEN, both in mainstream and in the RPU. Special needs are identified early, appropriate individual educational plans (IEPs) are drawn up and suitable support is provided for the pupils. Teachers, parents and pupils are all actively involved in the process and are aware of the targets set. Pupils' performance is monitored and reviewed termly.
104. The RPU has a very positive impact on the SEN provision. The teacher in charge is the SEN co-ordinator (SENCo) and liaises very effectively with class teachers, the SEN teacher, parents, the LEA psychologist, and other external agencies. Staff within the unit also make a valuable contribution to the school, not only through their support of pupils with ALN, but also through their involvement with other pupils throughout the school.
105. Support and provision for pupils both within the RPU, in classes and during withdrawal sessions is good with outstanding features. The wide range of provision and the methods used are very effective and complement the work in class; as a result pupils make measurable progress and meet the targets set for them. Good links have been developed with the SEN staff in the infant school and the local high school.
106. The school works hard to provide a good level of extra support for pupils whose behaviour may impede their own progress and the progress of others. These, together with other pupils with SEN, are generally, well supported by learning support assistants.
107. All pupils whatever their social, educational, ethnic or linguistic backgrounds are well supported and treated equally – it is a strength of the school. They have equal access to all lessons and activities and stereotyping is challenged by staff. Pupils from the RPU are actively included in the everyday life of the school. Appropriate statutory policies are in place. Good race relations are promoted successfully and the school recognises and respects diversity.
108. The school has effective measures to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment. Pupils spoken to said they would report any incidents, confident that they would be dealt with fairly and promptly by staff.
109. The importance and diligence given to securing equal treatment for disabled pupils is another outstanding feature of the school. Pupils with disabilities physical and otherwise have been successfully integrated into all areas of school

life, including residential trips and sporting activities. There is a Disability Access Plan and a draft Disability Equality Scheme. Disability access and facilities are good.

Leadership and management

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

Grade 2: Good features and no important shortcomings

110. The findings of the inspection team match the judgement made by the school in its self evaluation report on this key question.
111. The school is well led by the headteacher, who has high expectations of himself and his staff. He provides clear direction and promotes high standards. He has ensured that all are made aware of the school's values, aims, objectives and targets and that these are acted upon by all of those involved in providing education within the school.
112. The headteacher is well supported by the acting deputy head and the newly appointed members of the SMT. There is good communication and liaison within all areas of the school and this has been a key factor in the establishment of good working practices and the recent improvement of standards and educational provision.
113. The subject leaders are becoming more effective and are developing a good overview of their subjects; considerable progress has been made in re-writing policies, schemes of work and reviewing and evaluating their subjects as part of a rolling programme of subject review.
114. Effective classroom observation, focussing on raising standards is carried out by the headteacher and acting deputy headteacher. The school's self evaluation programme and ten point development plan for all subjects is enabling subject leaders to gain a more objective view of standards within their respective areas.
115. Arrangements are in place to manage and improve the performance of individual members of staff. Performance management procedures have been introduced; they are effective and meet statutory requirements. They are carried out through the system of teachers' continuing professional development that identifies the training needs of individual staff linked to the demands of the SIP.
116. The school has responded well to WAG initiatives and priorities. The school has the Basic Skills Agency award, is a 'Health Promoting School' and has the Eco-School's silver award. A good transition plan is in place with the local secondary school and its 'feeder' primary schools working in partnership on assessment portfolios to moderate levelling of standards in the core subjects.
117. Target setting is becoming a more established procedure in the school and is now supported by a comprehensive system of pupil tracking focussing on the progress of individuals and groups. Targets set are usually met and in many cases surpassed, underlining the progress made by pupils as they pass through the school.

118. The governing body is very supportive and has good awareness of its responsibilities in setting the strategic development of the school. They have contributed to the self evaluation report and setting targets for improvement.
119. Governors are regular visitors to the school. They are continuing to develop their monitoring roles with curricular areas of responsibility linked with subject co-ordinators. Governors meet regularly and have a number of well established and effective sub-committees.
120. The governing body meets all regulatory and legal requirements with the exception of some minor omissions in the school prospectus and annual report to parents.

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

Grade 2: Good features and no important shortcomings

121. The findings of the inspection team match the judgement made by the school in its self evaluation report on this key question.
122. The school has a healthy self-critical ethos and a climate for continual improvement and is developing a clear view of standards in all subjects. The views of parents and pupils are obtained through questionnaires, the school council and through the good dialogue that exists between all interested parties. The school systematically takes in the views of all staff through a well planned cycle of monitoring by subject leaders.
123. Procedures for performance management provide the detail of the quality of learning in classes. All views are prioritised in a SIP, which outlines developments covering realistic issues. The school has also actively sought the views of the governing body who have been actively involved in setting targets for improvement.
124. The school has identified the need to continue to develop the roles of senior managers and subject co-ordinators, particularly in monitoring standards across the school. Monitoring is done through scrutiny of pupils' work, review of planning and some lesson observations with feedback to teachers. This enables them to prioritise areas for development in an informed way. Although some co-ordinators have produced portfolios of pupils' work, not all are equally as effective in demonstrating the standards achieved by pupils in a way that will bring consistency to assessment.
125. Co-ordinators are beginning to make sound judgements about how their areas are developing and this is informing strategic planning in order to set targets in the SIP which is a good working document.
126. Analysis of performance data and benchmarking information is now being used and there are clear links between analysis of data, self evaluation and targets in the SIP. Priorities are carefully supported by the correct allocation of funds. Criteria are laid down by which the headteacher and governors can judge the success of the school.
127. The school's self evaluation report is of a good quality and provides a detailed commentary of standards relating to the seven key questions in the Common Inspection Framework and suggests areas for future development. The grades

given by the school in their report match those awarded by the inspection team in all but one of the key questions.

128. The school has made good progress in resolving the key issues identified for development in the last inspection, particularly in the areas of ICT and the effectiveness of management.
129. Pupils state that they appreciate improved behaviour and through the work of the school council and eco committee, having a say in decision making.

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

Grade 2: Good features and no important shortcomings

130. The findings of the inspection team match the judgement made by the school in its self evaluation report on this key question.
131. The school has an appropriate number of well-qualified, caring and experienced teachers to meet the needs of all pupils, including those with additional learning needs and those pupils with EAL. All teachers work hard to ensure that the educational and pastoral needs of all pupils are well met.
132. Pupils, particularly those in the RPU, benefit from the number of classroom support assistants provided, who guide them with their learning tasks during the school day. Support assistants are enthusiastic and well trained and offer high levels of care and support for all pupils.
133. Some roles and time schedules have been voluntarily re-designated recently. For example, members of the administration staff now work for part of their time supporting groups of pupils in class. This redistribution of support is having a marked impact upon the improving standards pupils achieve.
134. Staff are appropriately developed through performance management and receive regular updates to their training. Members of staff attest positively to the value of the process and say that it is having a beneficial effect upon the development of their skills and professional outlook.
135. In service training, including that which takes place within the school, serves to meet the needs of teachers, support staff and the needs of the school. Two members of the support staff are currently undertaking a foundation degree in learning support.
136. The teaching and support staff are well managed and developed. All teaching staff receive appropriate time for the planning, preparation and assessment of their work and arrangements are in place for the reduction of teachers' workload and work-force remodelling.
137. Pupils have ready access to appropriate learning resources, which meet curriculum objectives and their individual needs. The school library has an ample supply of books which serve the reading and research needs of all year groups.
138. Although the overall quality and quantity of resources to support work across the curriculum is good there are shortcomings in some areas and these have been identified by the school for attention. The school makes good use of resources external to the school such as educational visits, visits of professional groups and members of the community. Such resources enhance effectively the quality of pupils' learning experiences and NC objectives.

139. The quality of the accommodation is generally good. Teachers make the best use of what is provided. Teaching areas serve well the needs of mainstream activities and the needs of purposeful small group activity work. The computer suite with its generous bank of computers is well used. The facility is instrumental in extending pupils' computer literacy and enhancing the quality of their learning experiences.
140. The interior of the building is well cared for, very clean and well maintained. The many displays and illustrations of pupils' work around the school celebrate pupils' achievements and provide a colourful and stimulating learning environment.
141. The school is fortunate to have an efficient caretaker and cleaning staff who maintain the school, its grounds and classrooms to a consistently high standard. The school's efficient administrative staff ensure that the day-to-day routines of the school run smoothly. The mid-day supervisors and kitchen staff also make significant and positive contributions to school life.
142. The school matches its spending decisions to its educational priorities as outlined in the school improvement plan efficiently and effectively. Governors are pro-active in scrutinizing spending decisions rigorously, to ensure that they benefit all pupils within the school, although the auditing of material resources is under developed in some areas. Overall, the governors, the headteacher and staff manage the budget well with the support of LEA officers and the school gives good value for money.

Standards achieved in subjects and areas of learning

English

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

Good features

143. Pupils throughout the key stage develop their speaking and listening skills well.
144. In the early part of the key stage, most pupils listen to the teacher attentively. They reply to open ended questions effectively using an increasing vocabulary and suitable sentences to express themselves. They illustrate what they say with interesting anecdotes. They do not hesitate, when asked by visitors to the school, to explain their learning tasks. Their answers are often clear and evaluative.
145. In upper key stage 2, pupils are often engaged in lively discussion about the work they do, with their teacher and amongst themselves. They listen respectfully to all contributions made by their peers and as a result respond with perceptive ideas and observations of their own. At the end of the key stage, many pupils are enthusiastic, in exploring orally ideas, in seeking solutions to problems and in sharing experience during lessons. They are developing the processes of converting thought into spoken language very well.
146. In the lower part of key stage 2, pupils show a keen interest in the books they read and in those that are read to them. They show particular interest in the class anthology of stories where they read each other's story contributions. They explain evaluatively and positively their individual assessments of the stories they read. When pupils read out loud during lessons, they do so with increasing

levels of expression. In most cases, where it is necessary, pupils confidently use self-correct techniques when they encounter difficult words.

147. At the end key stage 2, most pupils read with good levels of fluency and demonstrate good word attack skills when they encounter difficult words. They often identify aspects of stories they enjoy within their reading books. Pupils have a good understanding of the difference between fiction and non-fiction. Most are able to indicate the use that can be made of indexes and in some cases, pupils can suggest the purpose of the glossary. Pupils say that they enjoy reading. Some read avidly and can discuss their favourite authors and what it is they like about their style of writing. Less able pupils at the end of the key stage genuinely enjoy reading. They can relate the progress they have made during their time in the school in developing their reading skills. Pupils use a range of sources to find information, including reference books and the Internet. They do so with skill and a sense of purpose. Pupils use skimming and scanning techniques knowledgeably when reading to collect information.
148. Pupils in the early part of the key stage take a keen interest in myths and legends. They make good attempts at explaining the differences between the two. They use the models set in such stories to shape their own writing effectively. Pupils develop their understanding of the characteristics of instructional writing well, particularly in ensuring that such writing is clear and purposeful. They understand what is meant by the word “imperative” when applied to verbs within such writing. Pupils are beginning to use a wide range of punctuation and sentence types in their writing to appeal to the needs of their readers.
149. By the end of key stage 2, pupils use a good range of punctuation effectively to meet the needs of their audience. Pupils, particularly the high achievers, handle extended writing well and use a range of strategies to hold the reader’s attention. These include, interesting description of characters and settings in their stories and the development of action and plot. Most pupils appreciate and strive to achieve interesting and sometimes unusual conclusions in such work. Pupils explore methodically the process of improving their writing through the use of similes, metaphor and a good range of interesting adjectives and adverbs. They show good levels of understanding of the particular demands of different types of writing including structure and chronology. Lower achieving pupils work hard at their writing tasks. They succeed well, when their tasks are sharply focused and well differentiated.

Shortcomings

150. Pupils do not develop a consistency in good handwriting as they progress through the school.

Welsh second language

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

151. Pupils listen well and speak confidently when using simple greetings. As they progress through the school, pupils use Welsh appropriately to answer simple questions. They listen well to their teachers and to their peers, and follow instructions correctly. Their pronunciation is usually clear when they speak in pairs or in small groups. They respond positively to Welsh when they hear it being used as part of their daily routine.

152. Younger pupils read words and phrases correctly and are beginning to gain more confidence in reading their own work aloud. Pupils read simple texts that contain an increasing range of phrases and passages. By the end of the key stage, the more able pupils explain what they have read with good understanding.
153. As they progress through the key stage, pupils gain more confidence in their Welsh writing, building up a range of relevant words, phrases and sentence patterns. There are good examples of written work with appropriate attention given to spelling and punctuation.

Shortcomings

154. Pupils lack the confidence to begin to write independently because they rely heavily on worksheets.
155. Pupils lack the confidence to choose reading materials independently to enhance their reading skills.
156. Older pupils show insufficient progress in their oral language patterns. They use short phrases and sentences that are similar to those used by younger pupils.

Mathematics

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

Good features

157. Pupils are developing a good knowledge of the properties and characteristics of a wide range of three-dimensional shapes and in a few cases this is an outstanding feature.
158. Pupils throughout the key stage demonstrate a positive attitude towards mathematics. They make good progress as they pass through the school and by the end of Y6 they achieve well.
159. Younger pupils in the lower juniors can explain what is expected of them and understand what they are doing. They can recognise halves, quarters and are developing a good knowledge of basic two-dimensional shapes. They show a good use of mathematical vocabulary and can communicate their answers accurately.
160. Lower junior pupils show a good development of mental mathematics and respond well to oral sessions that start all lessons. Children respond well to differing approaches that reflect their preferred learning styles and their abilities.
161. They have a good awareness of previous work; they create, read, interpret and understand tally charts and frequency tables, have a good understanding of scale and intervals and are able to devise and answer relevant questions linked to the data they have collected.
162. Older pupils in the lower key stage have a good knowledge of number bonds and a good recall of previous work. They can identify a wide variety of three-dimensional shapes, including a range of prisms such as hexagonal, octagonal and can list their properties accurately.
163. Pupils in the upper key stage are able to count in decimals. The majority can describe and use co-ordinates and identify axes both horizontal and vertical. The majority are confident using their ICT skills to plot and interpret graphs and use

appropriate mathematical vocabulary to interrogate the data. They have a good recall of what they have learnt both within individual lessons and over time.

164. Pupils are developing good mathematical investigative, predictive and problem solving skills through a range of activities.

165. Pupils handle measurement exercises well; they are proficient in converting metres to centimetres. Earlier work on shape is extended; the majority understand and use formulae to work out the area of squares and rectangles and use their knowledge of number bonds and times tables to record correct answers. They investigate the properties of angles and measure degrees accurately.

166. Older pupils show progression from earlier work on graphs increasing their knowledge and understanding of co-ordinates to plot shapes using negative numbers in quadrants.

Shortcomings

167. On a few occasions the more able pupils within the classes do not achieve their full potential in certain aspects of mathematics.

Science

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

Good features

168. Pupils develop their investigative and experimental skills progressively throughout the school. When they discuss their work, pupils draw successfully on the knowledge and understanding they acquire in earlier lessons.

169. They begin to formulate their understanding of the nature of a fair test in the lower part of the school. By the time they reach the end of the key stage, pupils have a secure knowledge of the process. They apply it well in carrying out experiments and investigation over a range of science topics.

170. Similarly, pupils begin to acquire a good understanding of science terminology in Y3. As a result, pupils in Y6 use scientific terms in their work accurately and confidently.

171. Year 3 pupils have good understanding of the importance of healthy eating. They can group various foods by their characteristics. They confidently identify vegetable matter, bread and cereal products, products derived from meat and those derived from dairy sources. Pupils are well aware of the importance of different types of food and use words such as carbohydrates and vitamins accurately in relation to their bodily needs.

172. Pupils in Y4 use investigative techniques competently to determine whether materials, within a range, are transparent, translucent or opaque. Prior to conducting their investigations they examine the materials carefully. They use their developing communication skills well to predict with accuracy the outcomes of their enquiries.

173. Pupils in Y5 plan their science investigations effectively ensuring that their work conforms to "fair test" criteria. They are keenly aware that only one variable can be changed within such tests. Using a range of materials, which include sand, salt, sugar and flour, pupils carry out experiments to determine the solubility of

the materials using cold water. Pupils make good predictions as to whether raising the temperature of the liquid will affect their results. They strive hard to determine the accuracy of their prognoses.

174. In Y6, pupils work together well in discussion and debate to decide the best way to find out whether all liquids evaporate at the same rate. Pupils have a good understanding of the “water cycle” and apply this knowledge well in devising their experiments. They discuss the evaporation potential of different types of liquid such as perfume, and water. They are well aware of the hazard of leaving petrol open to the air and its negative suitability for their experiments. Pupils have a good overview of the investigative process. They know the importance of predicting, testing and evaluating in ensuring the validity of their work.

175. In all year groups, pupils use appropriate recording techniques effectively to encapsulate their work, including graphs and bar charts.

Shortcomings

176. There are no important shortcomings.

Information technology

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

177. Standards have improved considerably from the previous inspection. Pupils of all abilities demonstrate positive attitudes to information technology. Their skills are well developed across the school with pupils of all abilities confidently and competently using computers.

178. Pupils use the “menu” and “tools” of a graphics package sensibly to improve their work. They develop their skills in word processing using the “bold” and “alignment” tool well. Older pupils create good digital imagery.

179. Pupils enhance their control skills using information technology and they use the lap-top computers and projectors very successfully in the classrooms.

180. Pupils throughout the school are gaining in confidence in the development and use of their modelling and control skills.

181. Pupils make good progress in improving their information technology capability in their word-processed writing by using a range of fonts and other features from the “drop down” bar. They use many features on the “windows” program competently, highlighting, editing, cutting and pasting. They have well developed keyboard skills, ensuring that they input text quickly.

182. Older pupils have a good understanding of how to use spreadsheets and are aware of their merits in comparison with other packages. They have an understanding of formatting cells and how to automate a column of figures. They achieve good standards when using programs such as clip-art and produce multi-media and power point presentations to support their work in other areas of the curriculum such as geography.

183. Pupils are becoming more proficient in using the Internet and search engines to access information and research their projects in areas such as design technology.

Shortcomings

184. There are no important shortcomings.

Design technology

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

Good features

185. A good scheme, identifying a full range of well thought out and carefully planned projects throughout the school, together with the structures and processes needed are now in place. This is enabling the pupils to achieve good and at times very good standards in the subject.
186. Pupils are developing good levels of knowledge and understanding of a range of technologies and designs. They are becoming increasingly proficient in the design and making skills necessary to produce well made artefacts and models.
187. Pupils are developing a good knowledge of a range of materials and their relevance to their projects and in a few cases this is an outstanding feature.
188. In the lower junior classes, pupils show a good knowledge of artefacts and materials they are made from. They increase this knowledge well using the internet and reference books to research their project and investigate how, for example, masks could be made. They use their new knowledge well as they design a range of masks from different materials, using a good range of making techniques and skills. Items are made and evaluated as to their suitability and suggestions as to how they can be improved are discussed.
189. Good investigative skills are being developed with pupils in the upper junior classes; pupils research various types of cams and mechanisms on the internet to incorporate into the designs of their Victorian toys. Models are disassembled and reconstructed to reinforce pupils' understanding of the basic technology involved and to enable them to produce good working models and have the knowledge to evaluate their toys.
190. Although a limited range of activities were observed during the inspection evidence of the previous work completed by pupils such as their project on investigating, designing and making biscuits underlines the range of activities carried out and the good overall standards being achieved.

Shortcomings

191. There are no important shortcomings.

History

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

192. All pupils show a good understanding of the chronological order of events and associated personalities, which helped shape the future. They use a good range of sources to gather information on important events and successfully present their findings in various forms. They are developing a good awareness of local and Welsh history.
193. Most pupils appreciate life and work in Victorian times through their role play. Many pupils make good comparisons of school life 100 years ago. They demonstrate their understanding through simple scripting and acting out a day in a Victorian school
194. The majority of pupils compare old crafts and crafts of today in their Celtic study. Most pupils compare the use of various tools and the use of tools today.

195. Older pupils know that evidence from the past may or may not be accurate. They appreciate that they need to use a range of sources and be aware of bias in the evidence researched.
196. The majority of pupils are enthusiastic and use a wide range of questions. They organise and communicate their knowledge and understanding effectively through discussion and in their writing. When examining the life of Victorian children, Y6 pupils demonstrate a good sense of justice.
197. Pupils compare old and new buildings in their studies of the Celts. They accurately discuss the good and bad things about living in a round house and what life was like in a Celtic village.

Shortcomings

198. There are no important shortcomings.

Geography

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

Good features

199. Throughout the school there is evidence of the development of and progression in, pupils' geographical skills, their ability to observe and collect information, interpret photographs and make and use maps with a variety of scales.
200. Pupils in the lower junior classes are aware of the problem they are investigating and the relevance of it to their overall project on their village. Through this project they are developing a good understanding of the locality and its geographical features and are developing good geographical investigative skills. They can use their knowledge of the village to good effect to make predictions, such as which road will be busiest and if the local supermarket is there because the road is busy. These skills are developed further as pupils record their results and draw graphs to show the type and frequency of vehicles passing the school.
201. Pupils have a good knowledge of world features such as continents. They understand and use various scales and can identify geographical features from secondary sources such as photographs, the Internet and reference books.
202. They know the difference between man-made and natural features and are aware of the different types of land use.
203. Many show a good awareness and knowledge of their local environment and of contrasting areas within Wales.
204. Pupils show a good understanding of differing types of maps such as political and physical maps and know their relevance to their project and understand the link between maps and aerial views.
205. Pupils extend their understanding of surveys and data collection to carry out geographical investigations in the locality on litter and the quality of the environment and its features and services. Good use is made of census material to compare and contrast human and physical geographical features of Johnstown and Llangollen.
206. They have a good understanding of geographical facts and use these to good effect as they study their own locality and others within Wales, and in a contrasting area in a less developed country.

207. Throughout the school pupils develop a good understanding of environmental and sustainable development issues and are becoming increasingly aware of their own responsibility for the environment locally, nationally and globally.

Shortcomings

208. There are no important shortcomings.

Art

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

209. Pupils across the key stage appraise the quality of their work and that of others sensitively. Pupils are able to observe their own work critically. They highlight positive features and identify aspects of their work that might be improved.

210. Pupils throughout the key stage have a good knowledge of the work of famous artists. They study the work of Welsh artists and artists from other cultures. Through this study, pupils articulate an appreciation of the variety of subject matter to be found in works of art. They are able to offer good ideas about the kind of media used in paintings and are able to identify some specific techniques used by artists, for example, the process of pointalism used by George Seurat.

211. Pupils use a good range of media in their artwork. They develop a working understanding of the creative potential of the media they use. Pupils frequently use drawings and pictures to enhance work in other subjects. This work is sometimes of good quality.

212. In the lower part of the key stage, pupils create effective portraits of themselves. They study the work of Andy Warhol and use the techniques they see in his work to produce their own pictures using paint, oil pastels and collage.

213. They arrange pulses and pasta to create particularly pleasing Rangoli patterns, in the style of Indian art.

214. Pupils are developing good skills in the process of colour mixing and use them well in their floral pictures.

215. In upper key stage 2, pupils express much appreciation for the work of William Morris, artist and designer. They observe the intricacies of his designs and select shapes and pattern for their own pattern work. They produce pencil sketches that are sensitively drawn and of a good standard.

216. When sketchbooks are used, pupils use them well to record ideas and try out and practice techniques for more finished work.

Shortcomings

217. Pupils do not sufficiently develop their practical and observation skills.

218. Pupils do not use their imaginative skills sufficiently in their art work.

Music

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

Outstanding feature

219. The quality of pupils' singing is outstanding.

220. Pupils throughout the school sing with great verve and vitality. They use their voices very skilfully to modulate the sounds they make and vary the pace at which they sing. They use a combination of breath control and body posture very effectively to ensure maximum dynamics in the songs they sing. Their voices are clear and their diction is very good. They have a very good sense of rhythm. They have a wide repertoire of songs including those that are of Welsh origin. During assemblies pupils sing Welsh songs with excellent pronunciation.

Good features

221. Pupils listen attentively to their own and other pupils' music. During composing sessions they evaluate the music to which they listen positively. They work together productively, discussing, in a positive way, how they can improve their performances.
222. Pupils throughout the school listen to a wide range of music including music from Wales, other countries across the world and also music from different times. Pupils respond appreciatively to the music they hear at the beginning and end of assemblies and acts of collective worship.
223. Pupils in the early part of the key stage have a good understanding of the musical terms "piano" and "forte". Pupils represent these terms accurately using musical instruments and clearly define the difference between them.
224. They handle and use a range of instruments confidently and often sensitively in expressing musical sound.
225. In upper key stage 2, pupils have a good sense of rhythm, pitch and dynamics. They are very aware of the skills necessary to compose, perform and appraise to a high standard.
226. Pupils work well together in groups, preparing musical scores and rehearsing and developing their musical ideas. When performing their compositions under the conductorship of one of their group, musicians concentrate hard, following closely and accurately the instructions they are given. The conductor guides the performance expressively with his or her hands.
227. Pupils who undertake musical tuition in the recorder and clarinet enhance greatly the musical ethos of the school. They enrich the musical experience of all pupils when they perform in front of them.

Shortcomings

228. There are no significant shortcomings.

Physical education

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

Good features

229. A limited range of activities were seen during the inspection. However, from evidence gathered pupils are achieving good standards across a wide range of well planned physical education activities throughout the year. These include games, athletics, dance, gymnastics, and swimming and outdoor adventure activities.
230. Although only one gymnastic lesson was observed during the inspection, all pupils attended the lesson suitably dressed. Pupils demonstrated a good

understanding of the importance of warming up and cooling down, are aware of health-related exercise such as correct posture and had a good awareness of safety in a confined area.

231. Gymnastic skills are being well developed throughout the school. Pupils' awareness of body shape and body position is developing well and they have a good knowledge of the appropriate vocabulary to describe their sequences. They make effective use of space. Their balancing skills are developing well and they have a good awareness of co-operation when working in groups.
232. Football skills are being developed well through a coaching scheme; skills of dribbling and shadowing are encouraging all pupils to become involved. They show a good progression of skills over time and within each lesson. Pupils use the space well changing direction to good effect and are developing good basic skills of footwork and coordination. Games are played with a good spirit and a good sense of fair play.
233. Pupils can throw and catch a ball on the move and have developed strategies to kick balls through markers improving their ball control skills to good levels.
234. Nearly all pupils are able to swim at least 25 metres by the end of key stage.
235. Pupils' skills and understanding of physical education issues are further developed through a good range of after school activities and sporting events.

Shortcomings

236. Not all pupils are suitably dressed for physical education activities.

Religious education

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

Good features

237. Pupils have a good understanding of Christian values and beliefs. They talk about their visit to local churches and explain the significance of a Christian service. They refer to and understand the significance of special features such as the pulpit.
238. Pupils have a good understanding of the way people demonstrate love through experiences gained in lessons and themes developed in collective worship.
239. Younger pupils understand the importance of metaphors in language and their use in the Bible. They have a good knowledge about the different Christian denominations that are represented in their neighbourhood. Their writing shows an informed understanding about the differences and similarities between a church, synagogue and chapel
240. Older pupils have a detailed knowledge about some features relating to the feast of the Passover. They discuss in some detail the Torah and the Star of David. They successfully identify common themes that people from different religions and countries share.
241. The pupils are familiar with elements of other religions, such as Judaism. They talk knowledgeably about the traditions and teaching of the Jewish faith. Year 3 pupils produce designs for Rangoli art when discussing the Divali festival.

Shortcomings

242. There are no significant shortcomings.

School's response to the inspection

The school would like to thank the inspection team for its professional and courteous approach to the inspection process as a whole. We believe the team's thoroughness allowed them to pinpoint many of the positive features we have to offer as a community school and to recognise the hard work and commitment to improvement that is part of the ethos of the school.

As a forward looking school, we plan for future development and improvement and believe the recommendations presented within the report will help us to continue to do so in the future.

Appendix 1

Basic information about the school

Name of school	Johnstown Junior School
School type	Junior
Age-range of pupils	7-11
Address of school	Bangor Road Johnstown Wrexham
Postcode	LL14 2SW
Telephone number	01978 840643

Headteacher	Mr Robert Pullen
Date of appointment	1 st September 2006
Chair of governors	Mr John Stewart
Registered inspector	Stuart Wormleighton
Dates of inspection	18 th – 20 th February 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	-	-	-	38	42	50	48	178

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	8	2	9.18

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	27:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	2:1
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	n/a	n/a	95%
Summer 2007	n/a	n/a	91.9%
Spring 2007	n/a	n/a	95%

Percentage of pupils entitled to free school meals	16%
Number of pupils excluded during 12 months prior to inspection	4 (Fixed term)

Appendix 3

National Curriculum Assessment Results

National Curriculum Assessment KS2 Results 2007							Number of pupils in Y6		34		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	14	62	24
		National	0	0	0	.5	1	4	16	48	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	18	65	18
		National	0	0	0	.5	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	12	74	15
		National	0	0	0	0	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	74%	In Wales	74%

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

Appendix 4

Evidence base of the inspection

A team of four inspectors spent a total of nine inspector days in the school. A team meeting was held prior to the inspection. A peer assessor was also a member of the team for three days and the headteacher acted as nominee.

Inspectors visited and observed:

- forty-five lessons or part lessons;
- all classes;
- acts of collective worship;
- lunch times and break times, and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began, and
- teachers, support and administrative staff, representatives from the local authority, the school council and groups of children during the inspection:

The team also considered:

- the school's self evaluation report;
- forty-nine responses to the parents'/carers' questionnaire;
- a comprehensive range of documentation provided by the school before and during the inspection, and
- samples of pupils' work from across the age and ability ranges were scrutinised.

The inspection team held post-inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Stuart Wormleighton Registered Inspector	Context, Summary, Recommendations and Appendices Key Questions 1 and 5 Contributions to Key Question 4 mathematics, design technology, geography, physical education
Justine Barlow Lay Inspector	Key Question 4 Contributions to Key Questions 1, 2, and 5.
Kerry Knapper Team Inspector	Key Questions 2 and 7. English, science, art, music
Carolyn Thomas Team Inspector	Key Question 3 and 6 Contributions to Key Questions 1 and 2. Welsh second language, information technology history, religious education
Linda Muraca	Peer Assessor
Robert Pullen	Nominee

Acknowledgement

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

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