



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Johnstown C.P. School  
Tre Ioan  
Caerfyrddin  
SA31 3HS**

**Date of inspection: May 2011**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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## Context

Johnstown Primary School is a large primary school in a suburban area on the western edge of Carmarthen. There are currently 384 pupils (371.5 full-time equivalent) at the school. There are 14 classes, including two nursery classes. Twelve per cent of pupils come from homes where Welsh is spoken. Seven per cent of pupils are from a minority ethnic background.

Thirteen per cent of pupils are registered to receive a free school meal, which is lower than the local authority and national average.

Twenty one per cent of pupils are identified as having additional learning needs (ALN) and 8% are either on the School Action Plus register or have statements of special educational needs (SEN).

The 2010-2011 individual school budget per pupil for Johnstown C.P. School is £3,100, which compares with a maximum of £17,415 and a minimum of £3,014 for primary schools in Carmarthenshire. The school has the 110th highest budget per pupil out of the 114 primary schools in Carmarthenshire.

The headteacher has been in post since 2000.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

Johnstown Primary School is a very good school and its overall performance is good because:

- many, including those with ALN, make at least good progress in their learning in most areas during their time at the school;
- there are good levels of attainment at both key stages with very significant recent improvement in a few aspects;
- the school provides a very rich and varied range of learning experiences through a broad and varied curriculum; and
- teaching has many strengths.

### Prospects for improvement

The prospects for improvement are good because:

- there is very good leadership from the headteacher, senior management team and the governing body;
- recent teaching and learning initiatives are already having a positive impact on pupils' learning and standards;
- the impact of the School Improvement Plan is leading to significant improvements in teaching and learning, effective target-setting and clear plans for further improvement;
- the school has effectively addressed the recommendations from the previous inspection; and
- there is a strong culture of working together to secure high quality provision and very good levels of achievement.

## Recommendations

The school needs to:

- R1 extend opportunities for pupils to use their numeracy skills in the wider curriculum;
- R2 review the extent to which work sheets are used in key stage 2 to develop pupils' writing in a few areas of the curriculum; and
- R3 ensure that assessment for learning principles are implemented consistently in all classes.

### **What happens next?**

The school will draw up an action plan to show how it will address the recommendations

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Baseline assessments show that the majority of children enter the school with at least the skills expected for children of their age. Many, including those with additional learning needs, make good progress during their time at the school.

In two of the last three years, when compared to the average for similar schools, key stage 1 pupils achieved strongly in mathematics, reasonably in science but not as well in English. In key stage 1, very few boys achieved the highest level in English and a smaller proportion of pupils than the average for similar schools attained the highest levels in any of the core subjects. In key stage 2, there has been consistent improvement over the last three years in the results for mathematics and science. Pupils achieved well in these subjects compared to the average proportion in similar schools. Pupils' performance in English has been less consistent, but there were good results in 2010, with boys achieving very strongly. The percentage of pupils gaining the highest levels in key stage 2 has been well below the average for similar schools, but there was a big improvement in 2010.

In most years, in both key stages, girls have achieved much better than boys; however, in 2010 in key stage 2, boys' achievement was very good, and better than that of the girls.

Pupils attained well in Welsh second language in 2010 with 74% (more than twice the national average) reaching the expected level. These results are also considerably better than the average for similar schools. When taking into account the linguistic background of the school, many pupils make good progress in Welsh. Most younger pupils use simple everyday Welsh phrases in context and there is clear progression in the range of language patterns and vocabulary used by the pupils as they move through the school.

In relation to age and ability, most pupils read and write well. By the end of key stage 2, many read fluently, confidently and with expression. Pupils write for different purposes and in different styles. Many use a wide vocabulary and skilfully apply subject terminology. On occasions the resources pupils use restrict how much individualised extended and creative writing they can do. However, there are also very interesting examples of innovative and creative writing, for example in design technology. In general, pupils present their work to a high standard; it is neat and well organised. Many spell accurately and use punctuation correctly. When judging their attainment in English in key stage 1, it is clear that many older pupils are now making very significant progress.

Almost all pupils listen very well and speak clearly, conveying their thoughts and feelings confidently.

## **Wellbeing: Good**

Pupils' attitudes to healthy living, including healthy eating and physical exercise, are very good. Almost all enjoy physical activity and take part in the many opportunities the school provides for this. All pupils report that they feel safe and secure in school and almost all know whom to speak to when they have concerns.

Almost all pupils are very well motivated and have positive attitudes to learning. They thoroughly enjoy their lessons and most show high levels of engagement. They value the wide range of activities on offer and are proud of their work and of the school. Pupils behave very well and invariably show respect, care and concern for others.

Pupils are actively involved in making school rules; their suggestions are thoughtful and underpin the way they conduct themselves. Very active School and Eco Councils have improved the school environment and both work actively with the community. These bodies, along with school prefects, contribute to many aspects of school life. For example, groups of pupils are involved in interviews and also in providing ICT training for staff.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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## **Learning experiences: Good**

The school provides a wide range of learning experiences. Community involvement and extra-curricular activities help enrich the curriculum. The planning is appropriate and meets the needs of all learners. Planning for skills across the curriculum is well embedded with thinking, ICT and communication skills prominent in many areas of learning. Planning includes numeracy and writing skills, but there is scope to extend their use across the curriculum.

There is effective provision made for bilingualism and the Cwricwlwm Cymreig, with the school actively promoting a Welsh ethos. The school is also making strong progress in developing a sense of global citizenship, and the curriculum enables pupils to learn and act sustainably.

## **Teaching: Good**

Teachers have very good relationships with, and high expectations of, pupils at the school. Their lessons are varied and allow the pupils to learn in different ways. They know their pupils well and offer very effective support to those that require it, while often succeeding in extending the learning of the more able. Teachers plan well to promote pupils' thinking skills, and they offer good language models for their learners. This includes very effective use of incidental Welsh throughout the school.

Teachers' marking generally provides pupils with information about what they have done well. There is also regular attention to what they need to do to improve. Target setting is systematic and well embedded. The resulting targets are well thought out. Each pupil has a regularly updated assessment profile, which is used well to plan the next steps for them to make progress

There is consistent and effective use of self-assessment and peer assessment, including pupils comparing their findings with the teachers' judgements.

Elements of assessment for learning are used in all classes. However, there is inconsistency in how effectively these are used to deliver planned outcomes.

Teachers provide a suitable range and variety of homework tasks, including making use of ICT for information finding and planning presentations. Pupils very much value this development.

Annual reports are clearly written; parents and carers feel well informed about their children's progress and what they need to do to improve further.

### **Care, support and guidance: Good**

A wide range of arrangements exist to support pupils' wellbeing across the school; pupils are encouraged to take part in a range of activities at school and in the wider community. The school is very inclusive and has achieved the Gold Inclusive Schools Award Wales. There are good arrangements in place for promoting a healthier lifestyle. Pupils are given clear guidance regarding their spiritual and moral development and their learning is supported effectively. The varied curriculum and extra-curricular activities enhance learners' cultural development.

The school effectively promotes collaboration with a wide range of specialist agencies in order to minimise the risk of harm. It takes appropriate care to provide guidance for vulnerable groups. The school has an appropriate policy and procedures for safeguarding. There are a range of policies that enable good management of attitudes, behaviour and relationships. The school is effective in meeting the needs of specific groups of pupils with early identification of possible challenges and robust induction arrangements.

### **Learning environment: Good**

The school provides a very positive, warm and inclusive ethos, which encourages all pupils to treat others fairly and with respect.

All pupils have equal access to areas of the school's provision and are treated equally and fairly. The school places a strong and clear emphasis on recognising, respecting and celebrating diversity. This has a very positive impact on both the standards learners achieve and on their wellbeing.

The school uses its accommodation very effectively; attractive and extensive displays in classrooms and school communal areas support pupils' learning and celebrate pupils' achievements very well. The development of ICT areas, a multi-media museum and an animation cabin all enrich learning experiences.

The development of the outside areas is an outstanding feature, providing many stimulating opportunities for learning, play and quiet reflection. These are used very effectively.

<b>Key Question 3: How good are leadership and management?</b>
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<b>Good</b>
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### **Leadership: Good**

The headteacher provides a clear vision and strategic direction for all aspects of the life and work of the school. The headteacher, the deputy head, governors and leadership team all have high expectations for pupils' achievement and behaviour, and offer skilled levels of care and support.

All staff understand how they contribute to the aims of the school. Senior leaders have clearly defined roles and middle leaders work well to fulfil their wide range of responsibilities. Performance management arrangements are sound and the targets set reflect the school's priorities for improvement.

The governing body supports the school well; it has a clear understanding of its role and is an effective critical friend to the school. It has an appropriate range of active committees and shows good awareness and understanding the school's strengths and weaknesses. The governors scrutinise school performance data regularly and are actively involved in evaluation and planning at whole school level.

The staff implement policies and initiatives that meet local and national priorities, such as the Foundation Phase, literacy and information and communication technology, effectively. These initiatives impact positively on standards.

### **Improving quality: Good**

The school takes the views of pupils and parents seriously and feeds their comments into to the rigorous self-evaluation process. There is a high level of consistency in teaching, learning and assessment, and also in the care, support and guidance given to pupils. This consistency has a positive effect on pupils' standards of achievement, behaviour and attitudes to learning.

Leaders and teachers are involved in a range of networks of professional practice. These successfully promote collaborative planning and the sharing of good practice within the school and with other local schools. The school plays a leading role within the local cluster to develop effective procedures for accurately moderating and standardising pupils' work in the National Curriculum core subjects and Welsh second language. It is developing closely focused links with its all-Wales family of schools.

### **Partnership working: Good**

The school has established a good range of partnerships with the local authority, the community, support services, the local further and higher education colleges, the local cluster of schools and the all-Wales family of schools. It communicates well with parents and they feel involved in school life. All these partnerships make a strong impact on learners' standards of achievement and wellbeing.

Parents and visitors from the community make a positive contribution to enriching pupils' experiences both in school and in the locality. The school parent-teacher

association is particularly effective in raising funds to improve the learning environment.

There are well-established and effective arrangements in place to allow pupils to make a successful transition to secondary education.

**Resource management: Good**

The school manages its budget effectively and clearly links spending decisions to priorities for improvement. There is a wide and appropriate range of learning resources in the school, including high quality information and communication technology(ICT) resources.

There are a sufficient number of qualified teachers and support staff, who are deployed efficiently. One teacher provides cover for other teachers to engage in the statutory allocation of planning, preparation and assessment time. These arrangements are well managed and have a positive impact on the quality of planning and assessment. The school identifies and meets the needs of all staff through regular appraisal and performance management procedures.

The school accommodation is very well ordered and maintained.

The school provides good value for money because of the good progress made by most pupils, the efficient and effective use it makes of its funding and the high level of care, support and guidance it provides.

## **Appendix 1**

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

A very small number of parents completed the questionnaire. Their comments are generally positive about the school. All are satisfied with the school, feel that it is well run and believe that their children are safe and are making good progress. All also think that teaching is good. However, just under a quarter do not feel comfortable about approaching the school with questions, suggestions or a problem. In addition, a third do not know of the school's procedures for dealing with complaints. All parents consider that learners behave well. Four fifths of respondents feel that they are kept well informed about their children's progress.

#### **Responses to learner questionnaires**

In general, key stage 2 learners are very positive about their school. Almost all feel that the teaching is good, that they are well supported in school and that they are doing well. Most learners think that there are enough resources to enable them to learn well and that the school deals well with any incidents of bullying. All pupils state that they feel safe in school. A fifth of the boys feel that there are occasions when other learners' behaviour stops them getting on with their work as they would like, but very few girls have these concerns. All pupils believe the school helps them to live healthy lifestyles.

## Appendix 2

### The inspection team

Alun Morgan	Reporting Inspector
Ann Jones	Team Inspector
Julie Price	Lay Inspector
R Gwyn Williams	Peer Inspector
Helen Starkey	School Nominee

## Copies of the report

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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 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 five during the academic year. Year 1 refers to the year group of pupils who reach the age of six 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 four key stages cover the following year groups:

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