

**INSPECTION UNDER SECTION 10 OF  
THE EDUCATION (SCHOOLS) ACT 1996**

**MILTON  
INFANT SCHOOL**

**Hendre Farm Drive  
Ringland  
Newport  
NP19 9HB**

**SCHOOL NUMBER: 680/2040**

**DATE OF INSPECTION: 8 – 11 October 2001**

**BY**

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**REGISTERED INSPECTOR No: W249/78082**

**DATE: 23 November 2001**

**Under Estyn contract number C/T/57/01P**

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## CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

|       |     |     |     |     |     |      |       |       |       |       |       |       |       |       |
|-------|-----|-----|-----|-----|-----|------|-------|-------|-------|-------|-------|-------|-------|-------|
|       | R   | Y1  | Y2  | Y3  | Y4  | Y5   | Y6    | Y7    | Y8    | Y9    | Y10   | Y11   | Y12   | Y13   |
| Years | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## **1. CONTEXT**

### **The school and its priorities**

Milton Infants School is situated on the outskirts of Newport. It currently has 201 pupils on roll aged from four to seven years who are taught in eight classes from reception to Y2; six classes are single age classes, one is a mixed Y1/2 and one reception class has one Y1 pupil. There are 68 nursery children who attend on a part time basis. The school states that all of its pupils are drawn from an area described as economically disadvantaged; 52% are registered as entitled to receive free school meals. There are no children from homes in which Welsh is the spoken language; English is the teaching medium used throughout the school. 2% of pupils come from ethnic minority backgrounds.

There are 2 pupils for whom a statement of SEN has been made according to the provision of the Education Act, 1993: a further 39 pupils have been identified by the school as requiring SEN support.

The school has a series of relevant aims and states that it endeavours to "create a happy, secure and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their potential". There is a detailed SDP and specific targets for improvement.

Results in NC tests for 2001 show that 86% of pupils attained Level 2 or above in all core areas, this is well above the average for schools of similar type when compared to figures published for results in 2000.

At the time of the inspection there was an acting head and acting deputy head.

The school was last inspected in November 1996.

## **2. MAIN FINDINGS**

### **The main findings of the report**

Milton Infants is a caring, happy school, where high standards are set and achieved for all pupils.

For children under five, the educational provision, taken overall, is appropriate and promotes the desirable outcomes for children's learning.

Standards in the Early Years in the six areas of learning are as follows:

|   | <b>Nursery</b> | <b>Reception</b> |
|---|----------------|------------------|
| Language, Literacy and Communication Skills | Good           | Satisfactory     |
| Mathematical Development                    | Good           | Satisfactory     |
| Personal and Social Development             | Good           | Satisfactory     |
| Knowledge and Understanding of the World    | Good           | Satisfactory     |
| Physical Development                        | Good           | Satisfactory     |
| Creative Development                        | Good           | Satisfactory     |

In KS1 standards of achievement in the different subjects of the NC are as follows:

|                        | <b>KS1</b>   |
|------------------------|--------------|
| English                | Good         |
| Mathematics            | Good         |
| Science                | Good         |
| Welsh Second Language  | Satisfactory |
| Design and Technology  | Good         |
| Information Technology | No judgement |
| History                | Good         |
| Geography              | Very good    |
| Art                    | Very good    |
| Music                  | Good         |
| Physical Education     | Good         |
| Religious Education    | Good         |

- The standards achieved in the key skills of Literacy and Numeracy are good, standards in Information and Communication Technology (ICT) are unsatisfactory.
- The provision for pupils' spiritual, moral, social and cultural development is good. Daily acts of collective worship contribute well to pupils' personal development. Pupils work and play together very well. In all classes, pupils work co-operatively, sharing their findings with their friends and helping to resolve one another's problems. They are encouraged to be considerate and friendly, and to respect others.
- The standards of behaviour and attitudes to learning are good overall. The school has high expectations of pupils' behaviour. Schemes are in place to improve and maintain acceptable standards. Pupils throughout the school behave well. They are friendly, courteous and polite towards staff and visitors and are caring towards each other.
- Pupils' attendance is good overall. Almost all the pupils arrive on time at the start of the day. The average rate of attendance over the last three terms at 93% is in line with the local authority average.

- The quality of teaching is satisfactory or better in 93% of the lessons seen, of which 31% is good and 27% very good. Most teachers have high expectations of pupils and readily offer praise and encouragement. In a minority of cases, however, the expectations teachers have of their pupils are low and work lacks appropriate challenge. In the best instances, mutual respect exists between staff and pupils, and class management and control is effective.
- The structure, pace and rigour of lessons are generally good with appropriate introductions and conclusions; teachers spend time explaining clearly what is expected of pupils. In some classes, however, time is not used effectively; whole class activities are too long with insufficient opportunities for pupils to participate.
- Learning outcomes are generally clearly identified, where best practice is seen these are shared with the class and successfully achieved. When learning outcomes are not clearly identified, little actual learning takes place.
- Assessment, recording and reporting are good overall. In the nursery, parents contribute information about their children on entry and children's progress is carefully monitored. Meticulous records are kept of children's achievements in the six areas of learning. In reception classes, children's needs are identified through a variety of assessment procedures. However, these are usually related to NC programmes of study, rather than the Desirable Outcomes for Children's Learning.
- In KS1, teachers employ a variety of assessment strategies, including observation, discussion and questioning. Formal analysis of standard assessment tasks (SATs) results is beginning to be used by the school to identify where standards need to be improved and this contributes to the identification of subjects and aspects to be included in the school development programme.
- Reports to parents are informative, and generally provide good quality information that will help parents in taking their children's learning forward. Parents are invited to discuss their children's work formally three times a year, but informal discussions take place as children are collected from school.
- The curriculum is broad, balanced, relevant and meets statutory requirements. However, in the two reception classes, planning is based on NC programmes of study, and does not accord with the Desirable Outcomes for Children's Learning.
- The school provides good support for pupils and has an appropriate range of policies in place to secure their health, welfare, safety and guidance. The school provides a calm and caring environment where staff know their pupils well and show concern for their safety and welfare.
- Good provision is made for pupils with special educational needs (SEN). Two pupils have statements of SEN, three are in the process of being statemented and a further 36 are identified at stages one to three of the Code of Practice. The school's policy is in line with the Code of Practice and a register is maintained:

the link governor is present at the school for one morning each week and works with children with SEN. For the mixed age class with a large percentage of pupils with SEN, the quality of provision is very good. Tasks are well matched to pupils' needs and an atmosphere of mutual respect prevails. Pupils gain much in confidence and self-esteem and make good progress.

- The partnership with parents, community, schools and other institutions is good overall. The quality of the information provided for parents is very good. The school has implemented a Home/School agreement that has been signed by all parents. Time and effort is invested in encouraging parents in the education of their children. The family learning sessions in which parents work on literacy projects with their children and numeracy workshops are well attended and beneficial. Parents value the support and can see the progress their children are making at this very early stage of their education: parental successes are celebrated. A significant number of adults including members of the Governing Body (GB) and retired staff, make positive contributions to the life of the school. They provide good quality support in the classroom and other curriculum-based activities such as music and history. The school values their contributions. Although there is no formal parent teacher association, the school is well supported for fund raising and other events such as sports day. Class assemblies, concerts and celebrations are open to invited members of the community and are well attended. The school has strong links with the adjoining junior school; transition arrangements are well established.
- The school's partnership with industry is satisfactory.
- The quality of self-evaluation and planning for improvement is good. The school effectively evaluates and critically analyses its position and progress, and uses this information to plan the way forward.
- Overall, the quality of leadership by the acting head and GB is good. A welcoming and caring ethos permeates the school and all pupils are confident, happy and safe. The acting head provides a good role model for all staff; she is fully aware of the strengths and shortcomings in evidence and is keen to improve and maintain high standards. She monitors all aspects of school life effectively. The GB carries out its responsibility effectively, constantly reviewing progress. Governors have designated curriculum responsibilities, which are developing well. The school is well resourced and adequately staffed, but there is a substantial surplus in the school budget, which does not indicate effective financial management.
- Provision for staffing, accommodation and learning resources is good overall. Teachers are suitably qualified and provide the school with a broad spectrum of expertise and experience. Support staff provide good quality support and are suitably deployed. The school's administrative staff are effective and efficient: they make a valuable contribution to the quality of education the school provides. The school is bright, clean and inviting and maintained to a high standard by the caretaker and cleaning staff. Good quality displays enhance the working environment and reflect the value placed on pupils' work. In the main school area, toilet facilities are in need of updating and refurbishment: they are not

accessible to pupils who use wheelchairs. A good range of resources supports teaching and learning. The school is currently addressing the need to replenish and develop resources for structured play in reception classes: children, however, still have no access to regular outdoor play except at set playtimes. Appropriate measures have been taken to prevent unrestricted access to the main reception area of the school.

- Due to concerns about safety a boundary pathway has been closed: remedial work, however, has not yet been undertaken. The school suffers from much vandalism and is awaiting provision of surveillance equipment in an attempt to counteract the substantial cost to the school.
- The school is successfully addressing three of the four key issues identified in the last inspection report, however there are still major shortcomings in the educational provision for children in the reception classes.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS**

#### **3.1 Standards achieved in subjects and areas of learning**

Standards of achievement are good or better in 80% of the work seen, of which 10% is very good. 18% of the work is satisfactory and 2% unsatisfactory.

- Standards of achievement for the early years in the six areas of learning are good in the nursery and satisfactory in the reception classes.
- In the core areas of English, mathematics and science standards are good overall.
- Standards in geography and art are very good.
- Standards in design technology, history, music, physical education and religious education standards are good.
- Standards in Welsh second language are satisfactory but standards in information technology are unsatisfactory.
- Pupils' attainment in NC tests at the end of KS1 is above LEA and national figures and in the upper quartile of schools of similar type.

#### **3.2 Standards achieved in key skills across the curriculum**

Pupils achieve good standards in speaking and listening, reading, writing and numeracy across the curriculum. In ICT standards are unsatisfactory.

- In the nursery, children make good, and sometimes very good, progress in the early skills of literacy and numeracy through a purposeful range of activities that successfully promote the six areas of learning. Children generally have a high level of independence.

- In reception, children achieve satisfactory standards across the key skills. However, planning does not include appropriate reference to the key skills. In one reception class there is no computer available, although children have access to a computer once a week.
- In KS1, pupils respond well to questioning, and most listen carefully to stories and instruction. The older pupils are able to offer opinions confidently and some are able to pose interesting questions of their own. Most speak readily and clearly.
- Most pupils read their own work accurately and are able to interpret worksheets, captions and displays with confidence. A few of the most able pupils are beginning to research their own materials.
- Pupils write for a variety of different purposes: they label plans and diagrams in geography, re-tell stories, record their own observations, plan and evaluate work in design and technology, record science investigations and express their own thoughts and feelings effectively.
- Standards in writing across the curriculum are good. Work is generally neat and legible and pupils make good attempts to spell accurately.
- Pupils collect data in a number of subjects. They are able to transfer information to a variety of simple graphical representations and discuss the outcomes. They are able to sequence events by creating time lines and can use mapping skills effectively.
- There is little evidence of information and communication technology being used effectively across the curriculum. Portfolios point to redrafting of written work, use of mathematical programmes to support mathematical development and use of paint programmes. However, during the inspection there was little evidence of the use of ICT to support curriculum areas, and this aspect is consequently unsatisfactory.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' spiritual, moral, social and cultural development**

The provision for pupils' spiritual, moral and social and cultural development is good. Daily acts of collective worship contribute well to pupils' personal development.

- Assemblies are primarily Christian in content but are planned to produce a variety of responses so that all children will feel included regardless of their beliefs and background. A Y2 class presented an assembly of a very high standard on class work related to the Hindu festival of Diwali to which parents were invited.
- Good use is made, during assemblies and in lessons, of stories and everyday events to illustrate and reinforce moral values.

- Pupils work and play together very well. In all classes, pupils work co-operatively, sharing their findings with their friends and helping to resolve one another's problems. They are encouraged to be considerate and friendly, and to respect others.
- Pupils regularly make visits to the locality in relation to class themes; Y2 have visited the National Museum in Cardiff as part of their study of flight.
- Pupils are developing their use of incidental exchanges in Welsh but have not studied the wider aspects of Welsh culture through, for example, traditional songs. The school is developing a wide range of resources to further enhance the Cwricwlwm Cymreig. Pupils are aware of other cultures and traditions through their study of Islam, Hinduism and Sikhism in religious education. Pupils' knowledge of Welsh artists is limited.

## 4.2 Behaviour and attitudes

The standards of behaviour and attitudes to learning are good overall.

- The school has high expectations of pupils' behaviour. Schemes are in place to improve and maintain acceptable standards. The recently revised policy on positive behaviour management emphasises the development of good relationships and provides staff with sound guidance.
- The head and almost all the staff work hard to maintain acceptable standards of behaviour. All staff, including mid-day supervisors, have received training in positive behaviour management and plans are in place to appoint a behaviour management co-ordinator. Pupils know what is expected of them. They have been involved in drawing up school rules and classroom discipline plans; these are agreed and displayed prominently throughout the school
- Pupils throughout the school behave well. They are friendly, courteous and polite towards staff and visitors and care for each other. Children in the early years are encouraged to act sensibly and are beginning to respond well. Class monitors assist teachers with various tasks: older pupils are librarians and help the mid-day supervisors in the dining hall. They are developing self-confidence and carry out their responsibilities willingly and sensibly.
- The vast majority of teachers have built strong mutually respectful relationships and behaviour in the classrooms is consistently good. Pupils behave maturely and approach their work with interest and enthusiasm; they show an ability to sustain concentration. However, the management of pupils in one Y2 class is frequently unsatisfactory. Positive behaviour management is not fully implemented in this class: the teacher frequently shows an inappropriate attitude towards pupils that adversely affects the quality of life in class.
- Mid-day supervisors contribute positively to the maintenance of acceptable behaviour during lunchtimes. The recently revised policy provides sound guidance: they have a role in the reward scheme. Good supervision makes this a social time for the pupils. However, there needs to be more involvement,

particularly with younger children, so that they may gain maximum benefit from using the playground games.

- The behaviour policy is clear and comprehensive and includes a statement on bullying. Racial incident reporting forms are in place but the school has not found it necessary to use them. Parents are supportive of the school's behaviour policy: they have all signed the home/school agreement and the classroom discipline plans. All adults deal with minor incidents of anti social behaviour that occur. No significant incidents were noted during the inspection and the school has never found it necessary to exclude any pupils.
- Two members of staff have attended a conference on cultural diversity; a whole school training event on this issue is planned.

### **4.3 Attendance**

Pupils' attendance is good overall.

- Almost all the pupils arrive on time at the start of the day. Sessions and individual lessons start on time.
- The average rate of attendance over the last three terms, at 93% is in line with the local authority average. The attendance rates are adversely affected by family holidays in term time and the frequent short absences and the long-term absence of a very small number of pupils. The school has taken appropriate action in the cases of long-term absence.
- Parents and pupils have responded well to the systems that are in place to improve attendance and punctuality. They are kept up to date with improvements through the monthly attendance rates that are posted on internal and external doors. Pupils' achievement of full attendance is celebrated.
- Registers are completed meticulously and comply with regulations.
- Absences are closely monitored and appropriate follow up procedures are in place. The school works very closely with the EWO and social services.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching is satisfactory or better in 93% of the lessons seen, of which 31% is good and 27% very good.

- The majority of teachers have high expectations of pupils and readily offer praise and encouragement. Challenging activities and differentiated work are features of most lessons. Work is usually suitably matched to individual needs and abilities. In a minority of cases, however, the expectations teachers have of their pupils are low and work lacks appropriate challenge.

- In the best instances, mutual respect exists between staff and pupils; class management and control is effective. Pupils are monitored efficiently to ensure they concentrate on the task in hand.
- The structure, pace and rigour of lessons is generally good with appropriate introductions and conclusions; teachers spend time explaining clearly what is expected of pupils. In some classes, however, time is not used effectively; whole class activities are too long with insufficient opportunities for pupils to participate.
- Learning outcomes are generally clearly identified. Where best practice is seen, these are shared with the class and successfully achieved. When learning outcomes are not clearly identified, little actual learning takes place.
- In most lessons the effective use of questioning encourages pupils to develop their thinking and extend their answers but occasionally pupils are not given sufficient opportunity to answer independently.
- In some classes, teachers offer demonstrations of the skills being taught and they share their own experiences with the class.
- Nursery nurses are generally well deployed and make valuable contributions to the education process; they are positively involved in all activities, taking responsibility for individuals and groups in a range of activities. Other helpers are purposefully deployed under the careful guidance of staff.
- Teachers use pupils' artwork purposefully in the extensive range of high quality displays around the school that enhance and stimulate learning across the curriculum.

## **5.2 Assessment, recording and reporting**

Assessment, recording and reporting are good overall.

- In the nursery, standards of assessment, recording and reporting are good overall. Parents contribute information about their children on entry and children's progress is carefully monitored. Careful observations ensure that future work is well matched to children's needs. Meticulous records are kept of children's achievements in the six areas of learning.
- In reception classes, children's needs are identified through a variety of assessment procedures. However, these are usually related to NC programmes of study, rather than the Desirable Outcomes for Children's Learning.
- In KS1, assessment opportunities are identified in long-term planning, although these are not always evident in fortnightly planning. Teachers employ a variety of assessment strategies, including observation, discussion and questioning.

- Reading records show how far pupils have read, but give insufficient attention to reading strategies and pupils' understanding of books read.
- School portfolios indicate moderated levels achieved by pupils: often, specific pupils are followed through the school, and annotation provides helpful information on standards.
- Formal analysis of standard assessment tasks (SATs) results is beginning to be used by the school to identify where standards need to be improved; this contributes to the identification of subjects and aspects to be included in the school development programme.
- The marking policy is generally positive, and implemented by most members of staff.
- The practise of teachers erasing errors results in pupils being so concerned about making mistakes that they are reluctant to proceed independently. It also means the teachers have few clues about the difficulties that pupils are experiencing, and about mistakes which are often repeated.
- Reports to parents are informative, and generally provide good quality information that will help parents in taking their children's learning forward.
- Parents are invited to discuss their children's work formally three times a year, but informal discussions take place as children are collected from school.

### 5.3 Curriculum

Overall, the curriculum is broad, balanced and relevant and meets statutory requirements. However, in the two reception classes, planning is based on NC programmes of study, and does not accord with the Desirable Outcomes for Children's Learning.

- The quality of provision for nursery children is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
- In the nursery, planning has a clear focus on anticipated learning outcomes and includes clear identification of anticipated outcomes for both spontaneous and structured play, indoors and outside.
- Planning for children in reception classes does not ensure that they experience continuity and progression in their learning. There is an inappropriate focus on the National Curriculum attainment targets: there is little development of play activities to develop children's knowledge, skills and understanding.
- In reception classes, the inappropriate emphasis on NC levels of achievement means that children are often sitting as a whole class group on the carpet for unacceptably long periods of time. During group or individual work, there is little

evidence that focused adult intervention is structured to ensure that learning opportunities are fully met.

- In KS1, the curriculum is well planned and organised to ensure that appropriate time is allocated to all subjects. There are good quality schemes of work for all areas of the NC and religious education. Staff work together effectively to ensure that pupils in a specific year group experience a similar curriculum. This is particularly evident in the Y1/2 class, where provision for less able pupils is well matched to that of their peers.
- Fortnightly planning is clearly linked to schemes of work, and provides some guidelines for structure of the work. However, anticipated learning outcomes are not always clearly identified in this short term planning.
- Long term planning clearly identifies key skills and Y Cwricwlwm Cymreig; however, this needs further development in short term planning, particularly in the key skill of ICT.
- The school works hard to promote the personal and social development of all its pupils, and overall pupils achieve good standards.
- Educational visits and visitors to the school enhance pupils' learning experiences and contribute to the standards they achieve.
- Pupils take their reading books home regularly, and other home/school tasks in Y2 help parents to understand the work being undertaken in school.

#### **5.4 Support, guidance and pupils' welfare**

Overall, the school provides good support for pupils and has an appropriate range of policies in place to secure their health, welfare, safety and guidance.

- The school provides a calm and caring environment where staff know their pupils well and show concern for their safety and welfare: pupils respond well.
- In the nursery children are happy, secure and increasing in confidence. Routines are well established and parents are invited to share children's achievements. Relationships are very good.
- There is a policy for child protection. Responsibility rests with the acting head teacher and acting deputy head teacher, who have undergone recent training.
- Equal opportunities are well considered. Pupils with SEN are well integrated into the life of the school and display good self-esteem. In the mixed Y1/2 class, pupils' needs are very well considered and they progress well.
- There is a planned programme of personal and social education, including sex education, which is well integrated into cross-curricular themes.

- Two designated members of the support staff are trained in first aid: they carry out their duties responsibly. Midday supervisory staff ensure that class teachers are informed of any incidents that might occur at lunchtime and were seen to do so during inspection.
- The school has sound arrangements to monitor pupils' personal progress and to keep parents regularly informed. It analyses the achievements of pupils and takes steps to address any significant issues that might arise.
- Support staff are well distributed throughout the school and undertake their duties diligently.
- The majority of staff address pupils' confidence and self-esteem effectively: their achievements are valued and rewarded. This good practice, however, is not always fully and consistently applied in all classes.
- Appropriate attention is given to ensure that pupils are taught in a safe and secure environment: a walkway adjacent to the school, which is an area of concern, has been sealed off to ensure pupils' safety.

## **5.5 Provision for pupils with SEN**

Overall, good provision is made for pupils with special educational needs (SEN). Two pupils have statements of SEN, three are in the process of being statemented and a further 36 are identified at stages one to three of the Code of Practice.

- The school's policy is in line with the Code of Practice and a register is maintained. The link governor visits the school one morning each week and works with children with SEN.
- Individual education plans (IEP's) are provided for all pupils on Stage 2 or above on the register. These are generally relevant and contain achievable targets and reference to teaching strategies. However, some further refinement is needed in drafting, monitoring and the setting of clear review dates.
- The school actively seeks to work in partnership with parents: they are informed when their child is entered on the special needs register and are kept suitably informed of their child's progress.
- Pupils with statements have full access to appropriate nursery experiences or the National Curriculum. They receive good quality support and progress well.
- Learning difficulties are identified from the nursery and pupils receive good educational support that is well matched to their level of need.
- In the majority of classes, there is a positive commitment by staff to support pupils with SEN. Relationships between staff and pupils are good and pupils receive regular praise and encouragement. In a few classes, however, the teaching strategies adopted are not sufficiently differentiated to support pupils at

different stages of learning, particularly those in reception who may not yet have achieved the desirable outcomes for children under five.

- For the mixed age class with a large percentage of pupils with SEN, the quality of provision is very good. Tasks are well matched to pupils' needs and an atmosphere of mutual respect prevails. Pupils gain much in confidence and self-esteem and make good progress.
- The quality of provision afforded by support staff during timetabled withdrawal sessions and in the classrooms is good and, in the main, suitably matched to pupils' needs.
- The school has well-established links with a number of outside agencies and works hard to ensure that pupils are appropriately supported.

## **5.6 Partnership with parents and community, schools and other institutions**

The partnership with parents, community, schools and other institutions is good overall.

- The quality of the information provided for parents is very good. The school produces an informative prospectus. Regular newsletters, notes and reminders keep parents well informed about school matters and the topics being taught: a translation facility is available for parents with English as additional language. There is good daily informal contact between parents and teachers. The school has implemented a Home/School agreement that has been signed by all the parents.
- Time and effort is invested in encouraging parents in the education of their children. The family learning sessions in which parents work on literacy projects with their children and numeracy workshops are well attended and beneficial. Parents value the support and can see the progress their children are making at this very early stage of their education: parental successes are celebrated.
- The home reading and the "Reading is Fundamental" scheme help to further strengthen the links between home and school.
- A significant number of adults including members of the GB and retired staff make positive contributions to the life of the school. They provide good quality support in the classroom and other curriculum-based activities such as music and history. The school values their contributions.
- Although there is no formal parent teacher association, the school is well supported for fund raising and other events such as sports day. Class assemblies, concerts and celebrations are open to invited members of the community and are well attended. Parents collect vouchers and tokens to enhance resources and raise substantial funds at the annual fun run that is the main fundraising event.

- Educational visits and visitors from the community enhance pupils' learning. Pupils work with specialists such as a visiting poet, musicians and scientists and go out into the community, for example, to museums and library, the local shops and senior citizen's complex. Members of the clergy regularly take assemblies.
- Pupils support charities and help people less fortunate than themselves nationally and in the wider community.
- The school has strong links with the adjoining junior school; transition arrangements are well established. Pupils are assessed for musical aptitudes, but curriculum links in other areas are not as well developed.
- The school is in partnership with an initial teacher training institution and provides work experience and training for student teachers. Year group leaders give demonstration mathematics and English lessons for teachers from surrounding schools, advisors and other parties.

## **5.7 Partnership with industry**

The school's partnership with industry is satisfactory.

- The school has a written industry policy, but no staff have benefited from industrial placements. The school's Quality Mark has been renewed.
- Educational visits and visitors help to make the pupils aware of the world of work both past and present. Pupils' experiences include visits to museums and power station in connection with history and science topics. The performance of "Building Blocks" helps to raise their awareness of jobs in the construction industry and they have made musical instruments from around the world.

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

The quality of self-evaluation and planning for improvement is good.

- The school effectively evaluates, and critically analyses its position and progress and uses this information to plan the way forward.
- Assessment data is used constructively by the head and forms the basis for setting challenging yet realistic targets. Target setting is mainly qualitative.
- The school is aware of its strengths and those areas that require development; it constantly strives to improve its provision for pupils. Curriculum leaders for core subjects evaluate their particular subject areas and set targets for improvement.
- There is a comprehensive SDP, which is suitably broad and relevant to the school's needs and circumstances. It clearly outlines and evaluates achievements and has identified priorities in order to effect further improvements.

## 6.2 Leadership and efficiency

Overall the quality of leadership by the acting head and GB is good.

- A welcoming and caring ethos permeates the school and all pupils are confident, happy and safe.
- The acting head provides a good role model for all staff: she is fully aware of the strengths and shortcomings in evidence and is keen to improve and maintain high standards. She monitors all aspects of school life effectively.
- All staff have comprehensive job descriptions that clearly outline their roles and responsibilities. Curriculum co-ordinators regularly review curriculum planning and moderate samples of pupils' work but their role does not yet extend to monitoring the quality of teaching of the subject.
- The SDP is a well-formulated document, which clearly identifies targets for the school; these are prioritised, costed, regularly monitored and reviewed.
- The GB carries out its responsibility effectively, constantly reviewing progress. Governors have designated curriculum responsibilities, which are developing.
- Although the school is well resourced and adequately staffed, there is a substantial surplus in the school budget, which does not indicate effective financial management.

## 6.3 Staffing, accommodation and learning resources

Provision for staffing, accommodation and learning resources is good overall.

- Teachers are suitably qualified and provide the school with a broad spectrum of expertise and experience. The school currently has an acting head teacher and acting deputy head teacher: two members of staff 'job share' in one reception class. Since the last inspection, a redistribution of curriculum responsibilities has taken place and the situation is regularly monitored.
- The school has implemented a specific programme of INSET and support procedures to address issues from the last inspection and measures are in place for the development of self-evaluation and the sharing of good practice.
- Support staff provide good quality support and are suitably deployed.
- The school's administrative staff are effective and efficient: they make a valuable contribution to the quality of education the school provides.
- The school is bright, clean and inviting and maintained to a high standard by the caretaker and cleaning staff. Good quality displays enhance the working environment and reflect the value placed on pupils' work. The majority of rooms

are well organised and effectively used. Due to the lower intake in reception for the current year the school has one spare classroom. Indications are that this will be brought back into use in the near future. In order to provide additional space, one classroom has been re-designated for reception children.

- In the main school area, toilet facilities are in need of updating and refurbishment: they are not accessible to pupils who use wheelchairs.
- A good range of resources supports teaching and learning. The school is currently addressing the need to replenish and develop resources for structured play in reception classes: children, however, still have no access to regular outdoor play except at set playtimes.
- Appropriate measures have been taken to prevent unrestricted access to the main reception area of the school. Due to concerns about safety a boundary pathway has been closed: remedial work, however, has not yet been undertaken. The school suffers from much vandalism and is awaiting provision of surveillance equipment in an attempt to counteract the substantial cost to the school.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

For children under five, the educational provision, taken overall, is appropriate and promotes the desirable outcomes for children's learning.

In the nursery, standards achieved in the six areas of learning are good, commensurate with children's ability and stage of development.

In reception, children achieve satisfactory standards in all six areas of learning.

#### **Nursery**

Planning for the nursery has clear learning objectives and covers a broad spectrum of experiences. The quality of relationships is very good and the learning environment is well organised and thoughtfully managed. Routines are well established and children are secure and happy and gaining in confidence.

## Good features

- In the nursery, children are given appropriate activities, which they enjoy: they have good opportunities to use all the resources available, including regular access to outdoor play.
- Children enjoy choosing books and handle these correctly: they understand that words and pictures carry meaning.
- During their well-timed large group activities, children are beginning to listen well: they are encouraged to share ideas, make observations and ask questions and the majority respond well.
- Children are able to sort familiar objects into sets. They count to 5 with confidence and make good progress in their use of early mathematical language.
- Children's personal and social skills are sensitively developed. They understand the importance of sharing toys and are beginning to take turns: They share experiences happily and display increasing independence when exploring their environment: most are becoming aware of the need to consider others.
- During their role-play, children are beginning to work and play together co-operatively. They use resources with developing independence and are eager to involve adults in their play.
- Children manipulate construction materials with increasing dexterity. When constructing 'towers' with blocks, they make careful choices and are keen to share their 'ideas' with each other.
- Children enjoy their outdoor play and are making good progress in their social and physical skills: they use the available space well.
- During their visits to the school hall, children work co-operatively in small groups. They listen and interpret instructions well and march, jump and balance with enthusiasm.
- Children experiment confidently with colour when painting: most handle tools sensibly and return aprons to the right place when tasks are completed. They enjoy talking about their work and having it appreciated by adults.
- The children enjoy their music-making activities. Whole group sessions are lively and happy occasions, children readily recall the words of familiar rhymes and songs, they choose instruments confidently and can identify several by name.

## Shortcomings

- There are no major shortcomings.

## Reception

### Good features

- In reception classes, many children speak willingly to adults and are eager to share their experiences. In 'big book' sessions, they show a good understanding of book skills and are aware of the importance of books as a source of information.
- Most reception children write their names independently on completed work: when using the writing area they 'mark-make' confidently. Some are beginning to record their experiences with the help of adults.
- Children can count on and back from 10. They are able to construct patterns and can apply their skills when printing, painting or writing for the class. In one class, children can successfully sort fruit into sets: they recognise differences in shape and colour but find difficulty in explaining their ideas. Most children can identify and name a square, circle and triangle.
- Most children work together happily and co-operatively and, when fully involved in tasks that interest and excite them, such as the construction of imaginary vehicles, will persevere well. They are eager to solve problems and explore new learning but in large group situations they quickly lose their concentration.
- In one class, children are able to recognise and compare a variety of root vegetables. They look closely at similarities and differences and are eager to share their thoughts. Some of their observational drawings contain interesting detail and are of a good standard.
- Children demonstrate good handling skills when using implements to draw, print, paint and paste. They enjoy their printing activities and work hard to achieve accuracy.
- During their physical education lessons, children use space well. They understand how to travel and be still and most interpret instructions well. When dancing, they can change pace and perform a simple sequence of movements: some achieve good standards.
- Children are able to name and use a variety of untuned percussion instruments. Some achieve well in rhythm and circle activities and understand the difference between loud and soft: a significant minority, however, find difficulty following directions and interpreting instructions.

### Shortcomings

- There is no overall scheme of work for early years. Current planning for reception does not sufficiently focus on clear learning outcomes, which build constructively on nursery experiences and provide children with continuity and progression in the six areas of learning.

- Language, mathematical and creative activities are often undertaken as a whole class and formally directed. Children are required to sit and listen to adults for inappropriate lengths of time and many find difficulty in sustaining concentration.
- Opportunities for pupils to develop appropriate 'turn-taking' strategies when speaking and listening are underdeveloped. Staff do not always question children effectively to encourage them to extend their learning through discussion and imaginative play.
- During creative and other focused activities, children have insufficient opportunity to exercise initiative and make independent choices of their own.
- Children in reception, have no regular access to outdoor play.

## **English**

Standards are good.

### **Good features**

- Pupils make very good progress in speaking and listening; they speak confidently and clearly and communicate ideas effectively, they offer opinions readily and listen attentively to adults and to other pupils. They develop a wide vocabulary, they offer detailed explanations of their personal and imaginary experiences and discuss their activities at length. Pupils in one Y2 class speak confidently for an audience when taking part in a school assembly.
- Pupils achieve good standards in reading. They approach new words readily using a variety of appropriate strategies. They willingly offer opinions about what they read. More able pupils use dictionaries accurately to support their learning. Pupils read daily with a number of adults in school, including parent helpers and this has a positive effect on standards.
- Pupils write for a variety of purposes and audiences, including creative stories, factual reports, poetry and letter writing. Effective teaching strategies ensure that pupils' writing develops well; they use a wide range of vocabulary to improve the quality of their writing. Spelling is good.
- Pupils use basic punctuation with increasing accuracy in their independent writing.
- Pupils' handwriting develops well. They have regular handwriting practice, and work is well presented.

## Mathematics

Standards in mathematics are good overall with some pupils achieving very good standards.

### Good features

- The guidance provided by the subject leader and the emphasis given to the practice of mental mathematics within a clearly defined lesson structure is contributing effectively to pupils' understanding, and to the good and sometimes very good standards achieved.
- Pupils are keen to display their developing mathematical skills. They make every effort to apply appropriate mathematical language and the majority respond readily to questions. During their oral work, pupils tackle problems with increasing confidence: many are beginning to explain their thinking and describe the methods they have adopted.
- Younger pupils can build and write number sentences to 10 confidently. They count on and back accurately from 20 or above and have a clear understanding of 'less than' or 'more than' in a variety of contexts.
- Pupils make good progress in their understanding of shape. They can identify and describe the properties of 2D shape for the class and, through a variety of activities, which are well matched to individual needs, make good progress in their recognition and sorting of 3D objects.
- Younger pupils are able to compare items of different length while older pupils are beginning to measure accurately in centimetres.
- Most pupils are able to recognise simple patterns and relationships: they are adept at 'doubling' numbers and can identify odd and even numbers to 100.
- Older pupils have a good understanding of halves when related to real objects, money, shape and time: they are able to identify and successfully record times, which are later or earlier than a given hour.
- Pupils can count confidently in 2's, 5's and 10's and enjoy exploring patterns of multiples. They can identify numbers, which are greater or less than others, discover 'missing' numbers, find the difference between and use a range of resources effectively to solve problems.
- Pupils are using their numerical skills effectively to produce graphical representations of data collected in subjects such as science or geography.

### Shortcomings

- A significant minority of pupils reverse numerals when recording.

- In some classes, pupils have insufficient opportunity to correct their own mistakes.

## **Science**

Standards achieved in science are good.

### **Good features**

- Pupils' knowledge and understanding of science and their ability to use scientific terms and vocabulary are developing well.
- Pupils have good recall of previous investigations, and can explain what they did, what they predicted and whether they were right.
- They are able to relate current work to what they experienced during a recent museum visit.
- Pupils recognise that certain conditions have to be in place to make investigations fair.
- Y1 pupils recognise that different materials have varying insulating properties.
- Pupils in Y1 are able to explain that hot air rises when observing a demonstration with a balloon, and undertake investigations with bubbles sensibly and scientifically. They are able to record repeated experiments effectively, and can write about their group observations and deductions at length. They report their group findings to the whole class in plenary sessions, and see themselves as scientific investigators.
- Y2 pupils are able to explain the life cycle of plants, and show that they understand the variety of ways in which seeds are distributed. They recognise that sycamore seeds are like helicopter blades, and use appropriate terms to describe their movement.
- Pupils are able to undertake paired investigations into the number of times a spinner rotates before it reaches the floor, and are recording their own results.

### **Shortcomings**

There are no major shortcomings, although the pace of the lesson observed in one Y2 class was very slow at times.

## **Welsh second language**

Standards are satisfactory.

- Pupils respond to the language used incidentally during the school day, for example when answering the register; older pupils use greetings independently.

- Y2 pupils are able to ask and answer simple questions related to their personal experiences and to express likes and dislikes.
- Pupils are able to copy simple Welsh words and phrases.
- Pupils listen and respond to simple stories read by the class teacher, Y2 pupils act out a story read in class.
- The school benefits from visits by an Athrawes Bro.

### **Shortcomings**

- There is insufficient progress in the acquisition of language as pupils progress through the school.
- Although the school has introduced initiatives to improve the use of incidental Welsh, this has yet to fully impact on standards.

### **Design and technology**

Standards achieved in design and technology (D&T) are good.

#### **Good features**

- Pupils apply good skills, knowledge and understanding to the designing and making process. They are able to identify materials needed at the design stage.
- They have a wide range of experiences and materials in making products, and work is soundly linked to other curriculum areas such as PE, geography, science, music and art.
- Y1 pupils make moving pictures from their previous designs: these are accurately reproduced. Most pupils use tools sensibly and safely. Some are able to explain what they are doing using appropriate vocabulary, and are beginning to make simple evaluations of their finished work.
- Pupils in Y2 make moving models: they are able to recall previous work and understand what they need to do to complete their models. They use materials sensibly and pay attention to cutting and joining skills.
- Pupils have designed, printed and made fabric bags to hold their PE kit. These are well designed, and the finished product reflects their design intentions well.

### **Shortcomings**

There are no major shortcomings.

## Information technology

Although portfolios of work from previous years indicate that pupils do have experience of information technology, during the inspection few computers were turned on, and very few pupils used them to support their work. As a result, no judgement can be made on standards.

### Good features

- Pupils work individually or in pairs: one pair of children co-operated well on a mathematical programme. Some understand that everyday items respond to their control.
- Pupils use the mouse confidently to enter their choice of item.
- Some older pupils are able to locate information from CD-ROMs.

### Shortcomings

- Pupils had very few opportunities to use IT during the inspection.
- IT was not used to support lessons in progress.
- Keyboard skills appeared to be at a very early stage of development, even in the older pupils, and pupils did not appear to be able to load, save, store or print their work.
- No computer modelling or simulation programmes were evident.

## History

Standards of achievement in history are good overall.

### Good features

- Through their study of artefacts, pupils in Y1 are developing an appropriate vocabulary to discuss changes in methods of keeping warm. They observe carefully, share ideas readily and are beginning to ask relevant questions and to make simple deductions.
- In Y2, pupils' chronological awareness is developed very effectively through their study of flight. They are able to sequence events well and are beginning to make distinctions between different periods in the past. Pupils work co-operatively to construct timelines and use a range of materials sensibly to support their decision-making.
- In one Y2 class, the contribution of shared dialogue with the class teacher creates much interest and enthusiasm and considerably enhances pupils' knowledge and understanding. They see themselves as active 'enquirers' and are eager to conduct their own research: some very good standards are achieved.

- Most pupils can readily recall facts about the lives of famous people encountered in stories and class discussion: some of their written accounts are of a good standard.
- Throughout the key stage, pupils have a clear understanding that they can find out about the past from a range of historical resources, including books, artefacts and adults talking about their own past. They draw effectively on earlier first-hand experiences such as visits to the capital's museum and are beginning to apply their knowledge in new contexts.

### **Shortcomings**

There are no major shortcomings.

### **Geography**

Standards of achievement in geography are very good.

#### **Good features**

- Pupils make good gains in the development of an appropriate geographical vocabulary, which they are able to apply in a variety of relevant contexts.
- Geographical skills such as the drawing of simple routes, use of maps, symbols and keys and the use of co-ordinates are developed progressively throughout the key stage.
- Pupils show good development in their drawing of chosen routes. They respond well to geographical questions: most are able to sequence their journeys and discuss features on route.
- Pupils in Y2 use maps correctly to locate major features and specific locations, including their hometown.
- Through their visit to Skenfrith and their work in the local area, pupils are able to make comparisons between localities and express their views on specific features: their written accounts are of a good standard.
- Older pupils use photographs effectively to compare and contrast features of the town and countryside. They demonstrate well-developed observational skills and can confidently describe familiar features within their own locality. Pupils have a very good knowledge of local amenities and facilities and various modes of transportation.
- Pupils make steady progress in their knowledge and understanding of weather conditions and seasonal variations. They record and interpret data well.

## **Shortcomings**

There are no major shortcomings.

## **Art**

Standards achieved in art are very good.

### **Good features**

- Pupils have developed very good skills of careful observation and the use of colour.
- They are using a wide variety of media effectively: this includes pencils, pastels, paints and crayons, which they use to produce colour, line and tone.
- Pupils in Y2 are encouraged to improve their painting techniques based on those of Monet. Sensitive use of appropriate mood music relaxes and motivates them to achieve very good results.
- Careful introduction by the teacher of a new material and technique in Y1 ensures that pupils produce excellent observational drawings of leaves, fruit and autumn berries.
- Throughout the school, high quality displays show off pupils' work well: this raises their self-esteem and encourages respect for the work of others.

## **Shortcomings**

- There are no major shortcomings, however there is little evidence of the study of Welsh artists throughout the school.

## **Music**

Standards achieved in music are good.

### **Good features**

- Pupils have a good repertoire of hymns, songs and rhymes in both English and Welsh.
- Pupils sing with enthusiasm. Most are able to sing in tune, and to vary pitch and rhythm appropriately.
- Pupils enjoy singing in assembly and in whole school singing sessions.
- Pupils can identify, name and handle untuned percussion instruments correctly. They play with confidence, and most can maintain a steady beat.

- In the Y1/2 class, singing and rhythm games are used as an effective tool to enable pupils to form relationships with, and to support, each other.
- A large group of pupils from both year groups play the recorder well, and perform in assemblies and entertainments with panache.
- Pupils participate in school productions for parents confidently and with enjoyment.

### **Shortcomings**

- At times, there is a lack of clarity of diction.

### **Physical education**

Standards are good.

- Pupils use defined space safely with due regard for themselves and others, they have well defined spatial awareness. They handle apparatus with care.
- Pupils show appropriate awareness of the effects of exercise and understand the importance of warming up and cooling down.
- Younger pupils respond very well to suggestions during dance lessons; they use space effectively and show good control in their movements.
- Older pupils perform a variety of gymnastic movements on the floor and on apparatus; they are able to modify these movements to improve body tension, position and form.

### **Shortcomings**

- Although there are no major shortcomings, pupils are not encouraged to evaluate their own performance and the performance of others or to identify strengths and targets for improvement.

### **Religious education**

Standards are good.

#### **Good features**

- Appropriate emphasis is placed on Christian values and beliefs. The school seeks to provide a sense of community in which good values are shared, caring relationships are provided and pupils understand their importance.
- Pupils are introduced to relevant stories from the Bible and are made aware of the difference between right and wrong.

- Visits to local churches and visits by Christian ministers enhance pupils' knowledge of Christian worship and Christian ceremonies.
- Pupils are introduced to other faiths, such as Hinduism, Sikhism and Islam; they begin to understand that certain foods, clothing and occasions have special meanings and significance. They understand the importance of tolerance and respect. One Y2 class presented their work on the festival of Diwali in a school assembly.
- Good use of religious artefacts consolidates pupils' knowledge and understanding.

### **Shortcomings**

There are no major shortcomings.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The last inspection report of November 1996 identified four key issues for action. These indicated that the school needed to ensure that:

- The curriculum for pupils in reception was planned and organised effectively to develop children's knowledge, skills and understanding in the six areas of learning, including the development of play activities;
- Planning was developed to ensure that Y1 pupils in mixed age classes had comparable experiences with those in single age classes;
- Consideration was given to the distribution of responsibilities among co-ordinators;
- The use of incidental Welsh and Y Cwricwlwm Cymreig were improved in order to raise standards.

The school is successfully addressing three of the four key issues identified; however there are still major shortcomings in the educational provision for children in the reception classes.

- Although the school has held consultations and training to improve the provision of structured play activities in the reception classes, this is yet to impact on the quality of provision.
- Teachers plan together, ensuring parity and equality between and within year groups, including the provision for pupils in the mixed age class.
- Curriculum areas have been redistributed to ensure a balance of responsibility among staff.

- The school has recently introduced a policy for the development of the Cwricwlwm Cymreig and the use of incidental Welsh and has increased resources in these areas. This is beginning to have a positive influence on standards.

## **8.2 Key Issues for Action**

In order to build upon and improve the existing high standards the school needs to:

- Raise standards in Welsh, information technology and in ICT across the curriculum;
- Improve continuity and progression in learning in the early years by ensuring that the good quality curricular provision in the nursery is carried through to the reception classes;
- Disseminate the good and very good practice in evidence to address the shortcomings in the quality of teaching.

N.B. The school has identified the need to improve standards in information technology as a target in the SDP.

*The inspectors wish to express their thanks to the governing body, head, staff, parents and children of Milton Infant School for their co-operation and assistance before and during the inspection.*

## APPENDIX

### A. Basic information about the school

|                      |                               |
|----------------------|-------------------------------|
| Name of School       | Milton Infant                 |
| School type          | LEA maintained/Community      |
| Age -range of pupils | 3 – 7 years                   |
| Address of school    | Hendre Farm Drive,<br>Newport |
| Post-Code            | NP19 9HB                      |
| Telephone Number     | 01633 273505                  |

|  |                            |
|--|----------------------------|
| Headteacher                                  | Mrs V Jarvis (Acting Head) |
| Date of appointment                          | January 2001               |
| Chair of Governors/<br>Appropriate Authority | Councillor John Jenkins    |
| Registered Inspector                         | Ms S Peters                |
| Dates of inspection                          | 8-11 October 2001          |

### B. School data as indicators

| <i>Number of pupils in each year group</i> |         |    |    |    |    |    |    |    |       |
|--|---------|----|----|----|----|----|----|----|-------|
| Year group                                 | N (fte) | R  | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils                           | 37.5    | 53 | 72 | 73 |    |    |    |    | 235.5 |

| <i>Total number of teachers</i> |           |           |                            |
|---------------------------------|-----------|-----------|----------------------------|
|                                 | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers              | 9         | 2         | 10                         |

| <i>Staffing information</i>  |        |
|--|--------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 22:1   |
| Pupil: adult (fte) ratio in nursery classes                        | 10.7:1 |
| Pupil: adult (fte) ratio in special classes                        | : 1    |
| Average class size, excluding nursery and special classes          | 24.8   |
| Teacher (fte): class ratio   | 1.1:1  |

| <i>Percentage attendance for three complete terms prior to the inspection</i> |       |       |     |              |
|---|-------|-------|-----|--------------|
|   | R     | KS1   | KS2 | Whole school |
| Term 1  | 93.08 | 92.81 |     | 92.9         |
| Term 2  | 91.09 | 91.24 |     | 91.2         |
| Term 3  | 92.33 | 94.88 |     | 93.6         |

|   |     |
|---|-----|
| Number of pupils excluded during 12 months prior to inspection. | Nil |
|---|-----|

## C. Results of national curriculum assessments and public examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS  
END OF KEY STAGE 1: 2000

| National Curriculum Assessment KS 1 Results: 2000 |                    |          | Number of pupils in Y2: 76 |   |    |    |    |   |
|---|--------------------|----------|----------------------------|---|----|----|----|---|
| Percentage of pupils at each level                |                    |          |                            |   |    |    |    |   |
|   |                    |          | D                          | W | 1  | 2  | 3  | 4 |
| ENGLISH:  | Teacher Assessment | School   | 0                          | 0 | 8  | 89 | 3  | 0 |
|   |                    | National | 0                          | 4 | 14 | 64 | 18 | 0 |
| EN: Reading                                       | Teacher Assessment | School   | 0                          | 1 | 12 | 79 | 8  | 0 |
|   |                    | National | 0                          | 4 | 14 | 57 | 25 | 0 |
|   | Task/Test          | School   | 0                          | 0 | 7  | 75 | 18 | 0 |
|   |                    | National | 0                          | 4 | 14 | 56 | 26 | 0 |
| EN: Writing                                       | Teacher Assessment | School   | 0                          | 0 | 8  | 89 | 3  | 0 |
|   |                    | National | 0                          | 5 | 14 | 70 | 11 | 0 |
|   | Task/Test          | School   | 0                          | 0 | 5  | 92 | 3  | 0 |
|   |                    | National | 0                          | 6 | 11 | 74 | 9  | 0 |
| EN: Speaking and listening                        | Teacher Assessment | School   | 0                          | 1 | 7  | 89 | 3  | 0 |
|   |                    | National | 0                          | 3 | 12 | 64 | 21 | 0 |
| MATHEMATICS                                       | Teacher Assessment | School   | 0                          | 0 | 11 | 82 | 8  | 0 |
|   |                    | National | 0                          | 2 | 10 | 65 | 23 | 0 |
|   | Task/Test          | School   | 0                          | 0 | 8  | 66 | 26 | 0 |
|   |                    | National | 0                          | 2 | 7  | 63 | 27 | 0 |
| SCIENCE   | Teacher Assessment | School   | 0                          | 0 | 11 | 84 | 5  | 0 |
|   |                    | National | 0                          | 2 | 11 | 70 | 17 | 0 |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment |    |           |    |
|---|----|-----------|----|
| In the school:  | 84 | In Wales: | 80 |

D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.

W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

## D. The evidence base of the inspection

The inspection took place over four days, four inspectors were involved and 55 sessions were observed. During this time all teachers were visited, all classes seen and all subjects of the NC inspected.

Discussion with pupils to ascertain their knowledge of curriculum areas and their attitude to learning took place on a regular basis. Pupils' work across the age and ability range was examined systematically and the school provided the inspection team with a comprehensive record of pupils' work and other school activities.

Discussion also took place with the head and staff, including non-teaching staff, to establish their specific responsibilities and profession perspectives. School documentation was examined and a detailed discussion took place with the head and support staff concerning financial matters.

The views of parents and governors were received and analysed. 21 parents' questionnaires were returned.

## E. Composition and responsibilities of the inspection team

| NAME           | ASPECTS  | SUBJECTS  |
|----------------|--|---|
| Ms S Peters    | 1. The school and its priorities<br>2. Main Findings<br>3.1 Standards achieved in subjects and areas of learning<br>4.1 Pupils' spiritual, moral, social and cultural development<br>5.1 Teaching<br>5.2 Quality of self-evaluation and planning for improvement<br>5.3 Leadership and efficiency<br>8.1 Progress since the last inspection<br>8.2 Key issues for action | English<br>Welsh second language<br>Physical education<br>Religious education |
| Mrs C Lewis    | 4.2 Behaviour and attitudes<br>4.3 Attendance<br>5.6 Partnership with parents and community, schools and other institutions<br>5.7 Partnership with industry   |   |
| Ms H Palmer    | 3.2 Standards achieved in key skills across the curriculum<br>5.2 Assessment, recording and reporting<br>5.3 Curriculum<br>6.3 Staffing, accommodation and learning resources  | Science<br>Design and technology<br>Information technology<br>Music<br>Art    |
| Mrs P Williams | 5.4 Support, guidance and pupils' welfare<br>5.5 Provision for pupils with SEN<br>6.3 Staffing, accommodation and learning resources   | EarlyYears<br>Mathematics<br>History<br>Geography                             |