

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

A Report on the Quality of Education in

**Milton Infants School
Hendre Farm Drive
Newport
NP19 9HB**

School Number: 6802040

Date of Inspection: 12 November 2007

by

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67644**

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

The inspection of Milton Infants School took place between 12/11/07 and 14/11/07. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Milton Infants School is situated on the east side of Newport three miles from the city centre. It currently has 212 pupils on roll aged from four to seven years who are taught in eight classes by twelve full time teachers. Six of the classes are single age classes and two are mixed age classes. There are 65 nursery children who attend on a part time basis.
2. The school describes the area which it serves as economically disadvantaged and is a designated 'Communities First' area. Approximately thirty seven percent of pupils are registered as being entitled to receive free school meals which is substantially higher than the county and national averages.
3. With the exception of two pupils who receive support teaching in English as an additional language, English is the language spoken at home by all pupils. Welsh Second Language programmes of study are taught.
4. According to Baseline assessment, children's attainment on entry into the nursery class is generally quite low and is below the Local Education Authority (LEA) average. Currently, fourteen percent of pupils have been identified as having additional learning needs (ALN) which is slightly below the national average, and three pupils have a statement of additional learning needs.
5. The school's mission statement says 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.'
6. Since the school was last inspected in October 2001, a new head teacher and deputy head teacher and seven members of staff have been appointed at the school.

The school's priorities and targets

7. The school aims to:
 - provide education that is broad, balanced and accessible to all pupils;
 - ensure equality of opportunity for all regardless of class, disability, gender, language or race;
 - provide excellence for all in order to promote the highest standards of achievement.
8. The school's main priorities and targets for the 2006-07 period include to:
 - prepare for the Foundation Phase;
 - further improve assessment within the school;
 - further improve the quality of play in the 'outdoor classroom.'

Summary

9. Milton Infants is a good school that demonstrates many outstanding features in all aspects of its work.
10. The quality of leadership and management is outstanding. The head teacher who is ably supported by the senior management team, staff and governors, has a clear vision for improving and developing the school. The principles of increased effectiveness and continuous improvement are firmly rooted in policy and strategic planning.
11. Leaders and managers are well-informed about the school's performance and use the information extremely effectively to bring about further improvements. The school's judgements in its self-evaluation matches the findings of the inspection team in all seven key questions.
12. Good progress has been made in addressing the four Key Issues identified in the last inspection report. Successful in-house and LEA training for all staff has led to improved standards in Welsh Second Language and Information and Communication Technology (ICT) and standards in the early years classes are now consistently good or better. Inconsistencies in the quality of teaching have been rectified with outstanding teaching evident in every class throughout the school.

Table of grades awarded

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

13. All groups of pupils succeed regardless of their social, ethnic or linguistic background and make consistently good progress. Those with additional learning needs achieve the individual targets set for them and make outstanding progress in their work.
14. The quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

15. In 2007, the number of pupils attaining Level 2 or Level 3 in the core subjects at the end of the key stage was generally higher than the LEA and all-Wales performance.
16. During the period 2004 - 2006, results have tended to be in the best performing twenty five per cent of schools which have a similar percentage of pupils eligible to receive school meals. Trends in performance indicate that pupils make outstanding progress between Reception Class and the end of the key stage.
17. Pupils of all ages make good and sometimes outstanding progress in their communication, mathematical and ICT skills. They contribute intelligently to class discussions and apply their mathematical and ICT skills confidently to support their work across all areas of the curriculum.
18. Pupils make good progress in their bilingual competency and respond positively to the challenge of learning Welsh as a second language.
19. Pupils make outstanding progress in their learning. They are able to reflect on what they have learned and to identify which aspects need further attention. The practices of sharing lesson objectives with pupils and setting individual targets contribute significantly to this aspect of their development.
20. Careful planning ensures that pupils are well prepared both academically and socially to meet the challenges of key stage 2. They are well motivated and work productively with appropriate levels of interest and concentration.
21. Standards of behaviour are generally good. Pupils understand what is expected of them and the vast majority have good levels of self discipline. A small number occasionally show challenging behaviour.
22. Pupils make outstanding progress in becoming independent learners. They use classroom resources independently, know what to do when they encounter difficulties, and work with sustained concentration for prolonged periods of time with little guidance from adults.
23. Throughout the school, pupils make good progress in their personal, social, moral and wider development. Relationships are good and pupils work and play well together.
24. Through their roles on the well established Eco Committee and the School Council, pupils develop a mature understanding of corporate responsibilities and undertake numerous whole school and class responsibilities conscientiously.
25. Pupils have a good understanding of equal opportunities issues and a well developed knowledge and understanding of differences and similarities between cultures and customs around the world.

26. Pupils have a good understanding of the world of work and their place in the community. They participate in a good range of projects and take part in dance festivals and fundraising events.
27. At 90.4 per cent the average rate of attendance for the three terms before the inspection is below the LEA and all Wales averages. The vast majority of pupils are punctual at the start of the day but a small number particularly in the nursery, arrive late and miss the very important social time at the start of the session.

The quality of education and training

28. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	63%	4%	0%	0%

29. This compares very well with the national picture reported by Her Majesty's Chief Inspector (HMCI) in her annual report for 2005-2006 where the quality of teaching in primary schools was good (Grade 2 or better) in 79per cent of lessons, with 18 per cent of lessons having outstanding features (Grade 1).
30. Outstanding features in the teaching include high teacher expectations and the effective use of a wide range of teaching techniques and class organisation that promotes effective and collaborative learning. Vibrant and stimulating learning experiences are provided that ensure pupils are fully engaged in their tasks. Purposeful plenary sessions guide pupils towards evaluating their own work and identifying the key skills they have used.
31. In all lessons, working relationship between teachers and pupils are positive with all individuals respected for their rights, values and beliefs.
32. In a few lessons not enough attention is given to the small minority of pupils who have become disengaged from their task.
33. The quality of assessment and its use in helping to raise standards is outstanding. Procedures are rigorous, consistent, and comprehensive and provide staff with a wealth of information from which to set challenging targets for pupils' improvement.
34. An outstanding feature is the use of clinics to inform parents about pupils' progress and to work with other agencies to set targets.
35. Reports to parents are informative and provide a detailed picture of their children's academic, personal and social progress.
36. The quality and the breadth of experiences provided for pupils is an outstanding feature of the curriculum. Rich opportunities are provided for them to explore and investigate the world around them, both indoors and out, and in the locality and beyond.

37. The curriculum is planned consistently well across the year groups. The needs of all pupils, including those with additional learning needs and pupils for whom English is an additional language, are fully met.
38. Basic and key skills are effectively threaded through all aspects of teachers' planning in a consistent and cohesive way. This is an outstanding feature.
39. Planning for *Y Cwricwlwm Cymreig* reinforces pupils' knowledge and understanding of Welsh culture and heritage. Appropriate opportunities are provided for them to develop their bilingual competency.
40. Provision for out-of-hours activities is outstanding. Pupils are involved in a wide range of clubs both after school and at lunchtime. The curriculum is further enhanced by visitors with expertise in various subjects and by visits locally and to places of interest.
41. The moral, social and cultural development of pupils is very well integrated into everyday school life. There are many opportunities for them to develop their social skills and they learn a great deal about other cultures. Collective worship provides guidance on moral aspects but there is little time for reflection.
42. The overwhelmingly positive responses to the pre-inspection questionnaires and during the parents' meeting with inspectors is clear evidence of the good partnership they have with school.
43. Links with industry are good. Teachers regularly undertake industrial placements that enhance their professional development and teaching skills.
44. Provision for developing pupils' understanding of sustainable development and global citizenship is outstanding. Members of the Eco Council play an active part in instigating conservation initiatives and monitoring their effectiveness. The school has gained Green Flag status for its work in this area.
45. Pupils' involvement in enterprise projects provides outstanding opportunities for them to develop the skills required to support economic development.
46. The quality of the care and guidance provided for pupils is outstanding. The school provides a happy, supportive, caring and safe environment for pupils to learn. Care arrangements are managed very effectively and pupils feel secure in the school.
47. Personal support and guidance provided for pupils is outstanding. There is a strong emphasis on the promotion of values such as honesty, respect and kindness.
48. Pupils' attendance and punctuality are very carefully monitored and parents are reminded frequently of the importance of regular attendance and punctuality.

49. Pupils' behaviour is closely monitored with incidents of misbehaviour dealt with sensitively. Teachers apply policies for behaviour management consistently and all adults in the school are very good role models.
50. The school promotes health and fitness for pupils through a wide range of extra curricular activities. Throughout the day pupils have short breaks between lessons during which they partake in physical and health related exercise to help sustain concentration and motivation. These are outstanding practices.
51. Healthy options at lunchtime and a fruit snack only policy effectively promote pupils' understanding of the importance of healthy eating.
52. The quality of provision for learners with additional learning needs is an outstanding feature in the school. Pupils' needs are diagnosed early and swift intervention applied where necessary.
53. There are well planned and documented procedures for dealing with race equality, bullying and equal opportunities. The school has gained the prestigious Equality Achievement Diversity Award. This is an outstanding feature.

Leadership and management

54. Common values about learning, behaviour and relationships are shared by all teaching and support staff. This contributes effectively towards giving the team a common purpose and a sense of unity.
55. The head teacher, senior management team and curriculum leader play an active role in school improvement through monitoring and evaluating standards and provision.
56. The roles and responsibilities of governors are clearly understood by all. However, although they contribute effectively to strategic planning they have no clear strategy for monitoring standards and the quality of provision.
57. There are many outstanding features in the school's self-evaluation arrangements. Curriculum co-ordinators have a thorough insight into the standards achieved in their particular subject and understand where further improvements are required.
58. The School Development Plan is a detailed and focused document which gives a clear sense of direction for the school's work. It is a working document which is regularly reviewed and contributes significantly to school improvement. This is an outstanding feature.
59. Staffing levels are good and teachers are appropriately qualified and experienced to ensure that all curriculum areas are taught effectively. An outstanding feature is the effects of teachers' continuing professional

development on the quality of teaching and learning and the standards pupils achieve.

60. Classroom assistants make an outstanding contribution to teaching and learning showing a sensitive appreciation of the needs of pupils.
61. The school is very well resourced and appropriate resources are available for all levels of development. The quality of resources prepared by teachers is outstanding.
62. The accommodation is adequate for the number of pupils on roll and school is a secure environment. Although a rich variety of creative displays and photographs stimulate and interest pupils there is damp penetration in three classes on the ground floor. This creates an unpleasant environment for pupils and adults.
63. The budget is well managed and all programmes and priorities are carefully costed and linked to priorities in the School Development Plan. Close monitoring of expenditure is carried out by the office manager with support from the finance officer in the LEA.
64. The school provides outstanding value for money.

Recommendations

65. In order to move the school forward, the governing body and staff need to:
- R1 strive to improve both the attendance and punctuality of the small minority of pupils who do not attend regularly or are frequently late arriving at school;
 - R2 further develop the governors' monitoring and evaluation role; and
 - R3 work closely with the LEA to resolve the damp penetration in three classes on the ground floor.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

66. The inspection team's findings match the school's judgement in its self-evaluation report.
67. The general quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
68. Pupils with additional learning needs achieve the individual targets set for them and make outstanding progress in their work.
69. Pupils of all ages make good and sometimes outstanding progress in their communication, mathematical and Information, ICT skills. They listen attentively to other pupils and adults and contribute intelligently during group and class discussions using the appropriate subject vocabulary.
70. Standards in reading and writing as key skills are good. The vast majority of pupils are capable readers and use their skills effectively to access and retrieve information. From early white board writing in the Reception class to their independent writing in class books in key stage 1, pupils write confidently for a wide range of purposes.
71. Pupils use and apply their mathematical skills confidently, especially when undertaking practical or problem-solving tasks. They use a wide range of ICT equipment and software very proficiently to support their work across all areas of the curriculum.
72. Pupils make good progress in their bilingual competency and respond positively to the challenge of learning Welsh as a second language. They listen and respond to instructions, greetings, and praise in all curriculum subjects and by the end of year 2 they are making good progress in their ability to read simple repetitive texts and record short sentences.
73. Pupils' creative skills across the schools are good. Under fives use their imagination well during play and role play situations whilst key stage 1 show a good degree of originality in their art work and story writing.
74. All pupils succeed regardless of their social, ethnic or linguistic background. Pupils with English as an additional language as well as those who are 'looked after' by the Local Authority, make consistently good progress.
75. In 2007, the number of pupils attaining Level 2 at the end of the key stage in English was comparable to the national performance during the previous year. The school's results in mathematics and science were on average seven per

cent higher than the national performance. The number of pupils who attained Level 3 was slightly higher than the all-Wales performance in all the three subjects.

76. During the period 2004 - 2006, results have tended to be in the best performing twenty five per cent of schools which have a similar percentage of pupils eligible to receive school meals. There is no discernable gender difference in pupil attainment. This is an outstanding feature.
77. Evidence from data analysis of Baseline Assessment shows that pupils make outstanding progress between Reception Class and the end of the key stage.
78. Pupils make exceptionally good progress in their acquisition of new knowledge, understanding and skills and demonstrate them effectively across the curriculum and in new contexts. The development of pupils thinking skills contributes significantly to this aspect of their progress.
79. A series of initiatives exist to ensure that pupils understand what they are doing, how well they are progressing and what they need to do to improve. As a result, they are able to reflect on what they have learned and to identify which aspects need further attention. The practices of sharing lesson objectives with pupils and setting individual targets contribute significantly to their development as effective learners. This is an outstanding feature.
80. Careful planning ensures that pupils are well prepared both academically and socially to meet the challenges of key stage 2.
81. Pupils are well motivated and work productively making effective use of their time. Class incentive schemes and effective use of positive praise, result in the vast majority of children working with appropriate levels of interest and concentration. Learning is often pupil led especially in the early years.
82. Pupils' standards of behaviour are generally good. They understand what is expected of them and are considerate and courteous. They show respect towards each other, staff and visitors. They move sensibly and safely in and around the school. The vast majority have good levels of self discipline but a small number occasionally show challenging behaviour and become boisterous at playtimes.
83. Pupils make outstanding progress in becoming independent learners. They use classroom resources independently, know the strategies to use when they encounter difficulties, and work with sustained concentration for prolonged periods of time requiring very little assistance from adults.
84. Throughout the school, pupils make good progress in their personal, social, moral and wider development. Older pupils are good role models for the younger ones, relationships are good and pupils work and play well together.
85. Through their roles on the well established Eco Committee and the recently formed School Council, pupils develop a mature understanding of corporate

responsibilities and undertake numerous whole school and class responsibilities. They show great commitment to their roles and take their responsibilities very seriously.

86. Throughout the school pupils have a good understanding of equal opportunities issues. Boys and girls work and play together very well. They have a well developed knowledge and understanding of differences and similarities between cultures and customs around the world.
87. Pupils have a good understanding of the world of work and their place in the community. They participate in a good range of projects and take part in dance festivals and fundraising events.
88. At 90.4 per cent the average rate of attendance for the three terms before the inspection is below the LEA and all Wales averages. The vast majority of pupils are punctual at the start of the day but a small number particularly in the nursery, arrive late and miss the very important social time at the start of the session.

The quality of education and training

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

Grade 1: Good with outstanding features

89. The inspection team's findings match the school's judgement in its self-evaluation report.

90. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	63%	4%	0%	0%

91. This compares very well with the national picture reported by Her Majesty's Chief Inspector (HMCI) in her annual report for 2005-2006 where the quality of teaching in primary schools was good (Grade 2 or better) in 79 per cent of lessons, with 18 per cent of lessons having outstanding features (Grade 1).

92. The percentage of Grade 1 lessons is higher than the percentage of very good lessons reported in the last inspection.

93. Outstanding features in the teaching include:

- the use of a wide range of teaching techniques and class organisation that promote effective and collaborative learning;
- a thorough knowledge of the range of techniques that can be applied to enable pupils to learn more effectively;
- vibrant and stimulating learning experiences and the use of a range of quality resources including ICT, that ensure pupils are fully engaged in their tasks and well motivated;
- very effective questioning techniques that challenge pupils' thinking and move them on in their learning;
- very effective use of pairs work that gives pupils time to discuss and clarify their ideas;
- high teacher expectations that values pupils' initiative and encourages extended responses to questions;
- purposeful plenary sessions that guide pupils towards evaluating their own work and identifying the key skills they have used;
- very effective support provided by classroom assistants.

94. In all lessons observed, teachers establish good working relationships with pupils which fosters effective learning. The ethos and culture of the Assertive Discipline approach ensures that pupils are treated as individuals and respected for their rights, values and beliefs. Every pupil is encouraged to be responsible for their own behaviour.

95. Staff are fully conversant with the Desirable Learning Outcomes and National Curriculum programmes of study. Collaborative planning between teachers of

parallel aged classes ensure that lessons are well-structured and meet the needs of all pupils.

96. All lessons have clear objectives which are discussed with the pupils and used frequently during sessions as reference points to check on progress made.
97. Lessons proceed at a good pace with a good balance between oral, written and group work. Well-judged intervention by teachers and support staff and continuous monitoring helps pupils to move on in their learning and make good progress.
98. Teachers make good efforts to develop pupils' bilingual competency by using Welsh words and phrases during the course of lessons and issuing instructions.
99. Equality of opportunity is promoted in all classes irrespective of pupils' gender, background or ability.
100. In a few lessons not enough attention is given to the small minority of pupils who have become disengaged from their task.
101. The quality of assessment and its use in helping to raise standards across all subjects in the school is outstanding. Assessment procedures fully meet statutory requirements.
102. There are rigorous, consistent, and comprehensive procedures for recording and tracking pupils' progress from the time they start school to their transfer to key stage 2. This means staff have a wealth of data at their disposal from which to set challenging targets for pupils' improvement. Any difficulties are quickly spotted and properly focused intervention is implemented.
103. On entry to school, children in both the nursery and reception classes are assessed carefully. This, and very careful, detailed daily ongoing assessment by the teachers and teaching assistants, is well used to influence planning and to record and monitor children's progress over time. This is evident throughout the school and has been a strong feature in helping to raising standards and reporting to parents.
104. An outstanding feature is the use of clinics to inform parents about pupils' progress and to work with other agencies to set targets. These targets are detailed and achievable and help teachers plan suitable class work and to focus the support of classroom assistants.
105. Pupils' work is marked regularly. The inclusion of the learning objective and a 'traffic light' system for assessing the achievement of that objective, are outstanding features. Pupils are fully involved in evaluating their own progress and planning for improvement.
106. Reports to parents are informative and provide a detailed picture of their children's academic progress, their social skills and attitudes to learning.

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

Grade 1: Good with outstanding features

107. The inspection team's findings match the school's judgement in its self-evaluation report.
108. The quality and the breadth of experiences provided for pupils is an outstanding feature. Pupils' motivation and interest is kindled and sustained well through an innovative curriculum which promotes problem solving skills and creative experiences. Rich opportunities are provided for them to explore and investigate the world around them, both indoors and out, and in the locality and beyond. The curriculum fully meets all statutory requirements.
109. The curriculum is planned consistently well across the year groups. The needs of all pupils, including those with additional learning needs and pupils for whom English as an additional language, are fully met. Of note is the school's considerable success in promoting the learning of more able pupils.
110. Children in both the nursery and reception classes get a very good start to their school life. Their experiences are carefully planned by the staff who offer rich and varied activities.
111. Basic and key skills are effectively threaded through all aspects of teachers' planning in a consistent and cohesive way. This leads to high achievement and the effective application of key skills in a range of curricular contexts. This is an outstanding feature.
112. Planning for *Y Cwricwlwm Cymreig* is very thorough and positively reinforces pupils' knowledge and understanding of Welsh culture and heritage. Appropriate opportunities are provided to develop pupils' bilingual competency.
113. Provision for out-of-hours activities is outstanding. Pupils are involved in a wide range of clubs both after school and at lunchtime that support initiatives such as healthy lifestyles and environment issues. They enjoy dance and gymnastics activities, cookery, gardening and science clubs. Their creative skills are enhanced through their participation in art, sewing music and ICT. Their self esteem is raised through performing in the school choir and taking part in the Newport Dance Festival.
114. The homework set reinforces the work undertaken by pupils in school and contributes appropriately to raising standards.
115. The curriculum is greatly enhanced by visitors with expertise in various subjects and by visits locally and to places of interest. These experiences greatly enrich pupils' knowledge and understanding of various subjects and strengthens the school's links with the local and wider community.

116. The personal, moral, social and cultural development of pupils is very well integrated into everyday school life. There are many opportunities for pupils to develop their social skills and they learn a great deal about other cultures through their participation in the annual multi cultural week and initiatives such as such as the Equalities, Diversity and Achievement Award (EDA). Collective worship provides guidance on moral aspects but there is little time for reflection.
117. Sex education and the dangers of the mis-use of drugs and substances are integrated effectively into the science themes.
118. The overwhelmingly positive responses to the pre-inspection questionnaires and during the parents' meeting with inspectors are clear evidence of the good partnership between the school and parents.
119. The school works hard to involve parents in the education of their children. Family learning courses and language, number and play sessions are firmly established and well supported by parents and carers. Parenting courses assist parents in the day to day dealings with their children and help transfer assertive discipline strategies used in school to the home.
120. A small number of parents and community members help in school as trained reading partners whilst one parent is responsible for updating the website. They provide good quality support that is highly valued by the school and help to raise standards.
121. Weekly newsletters, the school's website and termly curriculum information sheets ensure that parents are kept well informed about what is taught and forthcoming events.
122. There are well established links with the adjoining junior school. The schools share expertise and facilities such as the information technology suite for the ICT club.
123. The school provides good quality training and work experience for childcare students and student teachers.
124. There are very well established links with local businesses and the community. Pupils benefit from an interesting programme of visits and visitors that enhance their awareness of the world of work both past and present.
125. Links with industry are good. Teachers regularly undertake industrial placements that enhance their professional development and teaching skills: five teachers have benefited from placements in the last twelve months including training for the Forest Schools initiative.
126. Pupils' knowledge of how to care for the environment is developed very effectively through their involvement in recycling and composting schemes. They participate in the after school gardening club where they grow vegetables to support the school's healthy eating initiative. Pupils know the

school motto “be a hero waste zero” and encourage their parents to recycle so as to reduce waste. The school has gained Green Flag status. This is an outstanding feature.

127. The school very effectively promotes pupils’ awareness of global citizenship through initiatives such as the Black History project and the United Colours of Newport project.
128. Opportunities for pupils to develop the skills required to support economic development are outstanding. Each year pupils through the school are involved in an enterprise project where they design and make good quality articles for sale to their parents at the Christmas Bazaar.

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

Grade 1: Good with outstanding features

129. The inspection team’s findings match the school’s judgement in its self-evaluation report.
130. All respondents in the parents’ questionnaires expressed that they are very happy with the help and guidance provided for their children and with the attitudes and values promoted by the school.
131. The quality of the care and guidance provided for pupils is outstanding. The school provides a happy, supportive, caring and safe environment for pupils to learn. Care arrangements are managed very effectively and pupils feel secure in the school. The head teacher makes a significant contribution to this aspect of the school’s work.
132. The school works closely with parents in matters relating to the care and welfare of their children and takes account of their views. Where pupils may be experiencing significant behaviour problems, parents are encouraged to attend positive behaviour courses which help them with the every day management of their children’s behaviour and to carry through strategies from school to home. This is an outstanding feature.
133. There are close links with the LEA’s support services and with numerous outside agencies that provide specialist help and practical advice as required.
134. Nursery and Reception class teachers work together closely to ensure that new pupils settle quickly in school. Induction meetings are held with parents, and information shared in order to keep them fully informed about policies and procedures.
135. Personal support and guidance provided for pupils is outstanding. Pupils state that they feel that they can turn to any member of staff to discuss problems they might have. This was confirmed in the parents’ questionnaires and in their meeting with inspectors. Circle Time when pupils come together to

discuss feelings and emotions and other initiatives contribute significantly to the ethos of helping others, and there is a strong emphasis on the promotion of values such as honesty, respect and kindness in the school.

136. Good opportunities are provided for pupils to undertake responsibilities and play a full part in decision making processes through the Eco Council and the School Council.
137. Pupils' attendance and punctuality are very carefully monitored. Parents are reminded at an early stage and through weekly newsletters of the importance of regular attendance and punctuality. The school operates a first day response system to absence and works closely with the educational welfare officer and those families who give concern. Targets are set and the class with the best attendance is rewarded weekly. Pupils have individual attendance cards and are responsible for recording and monitoring their own attendance. This is an outstanding feature.
138. Pupils' behaviour is closely monitored with incidents of misbehaviour dealt with sensitively. Teachers apply policies for behaviour management consistently and all adults in the school are very good role models.
139. Trained mid day supervisors engage pupils in playground games very effectively and have a role in the reward system.
140. The school is in its fourth phase of the Healthy School initiative and promotes health and fitness for pupils through a wide range of extra curricular activities. A good range of playground equipment promotes active playtimes and lunchtimes. Throughout the day pupils have short breaks between lessons during which they partake in physical and health related exercise to help sustain concentration and motivation. Children in the Early Years respond very well to similar routines. These practices are outstanding and contribute significantly to the pupils' learning and concentration skills.
141. Healthy options such as salad and fruit are available at lunchtime and a fruit snack only policy is implemented at break time. These practices effectively promote pupils' understanding of the importance of healthy eating and a balanced diet.
142. There is a comprehensive health and safety policy. Risk assessments are systematic and all staff including lunchtime supervisors, are alert to issues relating to the well being of pupils. All accidents are recorded and reported meticulously.
143. Every effort is made to ensure the safety of pupils. They are very well supervised at all times and particularly when moving between floors. There are clear procedures for transferring pupils to the care of adults at the end of the day.
144. There is an appropriate policy and sound procedures for child protection. The head teacher and her deputy are the designated child protection officers and

there is a named designated link governor. All teachers, support staff and mid day supervisors are trained to ensure they are aware and alert to signs and symptoms of child abuse and are fully aware of their responsibilities.

145. The quality of provision for learners with additional learning needs is an outstanding feature in the school. All staff, but particularly the head teacher and additional learning needs co-ordinator, have a very positive attitude to these pupils and set high expectations.
146. There are very effective arrangements for the early diagnosis and identification of pupils' needs. Information on assessments and other matters is carefully logged and shared with staff, pupils and parents. This means that swift intervention can be applied where necessary. Individual Education Plans (IEP) contain challenging, but achievable targets and are useful working documents.
147. Support includes withdrawal to work with a dedicated support teacher, booster and 'Catch-Up' groups, and help from enthusiastic classroom assistants. All are equally effective and supportive and evidence shows that nearly all pupils with additional learning needs find success and eventually achieve as well as their peers.
148. There are well planned and documented procedures for dealing with race equality, bullying and equal opportunities and there are designated persons for these aspects. All pupils are encouraged and enabled to take part in the activities provided by the school. Resources in areas and relationships in the community help to promote good race relations. The school has gained the prestigious Equality Achievement Diversity Award. This is an outstanding feature.
149. The school secures equal treatment of disabled pupils in all aspects of its work. There is an appropriate Disability Equality Scheme, which promotes disability equality for pupils, employees and service users.

Leadership and management

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

Grade 1: Good with outstanding features

150. The inspection team's findings match the school's judgement in its self-evaluation report.
151. An outstanding feature of the school's leadership and management is the head teacher's clarity of vision for improving and developing the school. She is ably supported by the senior management team, staff and governors who use a broad range of information about all aspects of the school's performance to develop policies and strategies that provide the school's development with a clear sense of direction. The principles of increased effectiveness and continuous improvement are firmly rooted in policy and strategic planning.
152. Common values about learning, behaviour and relationships are shared by all teaching and support staff. This contributes effectively towards giving the team a common purpose and a sense of unity.
153. The Head teacher has an active monitoring role in all aspects of school life which directly impacts on improving the quality of provision and the educational standards pupils achieve.
154. Similarly the Senior Management Team and curriculum leaders play an active role in school improvement through monitoring and evaluating their subject areas and supporting and training staff.
155. The school's policies and practice promotes equality of opportunity for all. Staff are fully involved in the formulation of aims and policies and their views are much valued by the head teacher and governors. This contributes substantially towards strategic management and the establishment of common practices across all the classes. This is exemplified clearly in the whole school focus on pupils' learning styles and in teachers' expectations. This is an outstanding feature.
156. The School Development Plan is used effectively as a vehicle for working towards Welsh Assembly Government initiatives such as racial equality, attendance and punctuality, Healthy Schools, Quality Mark, Global citizenship, bilingualism and Workforce Remodelling. Preparations are well in hand for the introduction of the Foundation Phase in 2008.
157. The school has a very close working relationship with the LEA and takes an active part in many initiatives such as Assertive Discipline, Building Learning Power, ICT and promoting thinking skills, etc. The school has also been a pilot school for the Equality Achievement Diversity award for Newport schools.

The school is also used by the LEA as a showcase for good practice for other schools. These are outstanding features.

158. Procedures for setting whole school targets are effective. Pupils' past as well as their predicted performance are examined in detail during the process of setting both individual and whole school targets. The targets agreed upon are both realistic and challenging. Appropriately challenging targets are also set for improving attendance.
159. The Performance Management system for the Head teacher and all teaching staff is embedded in the school: targets are set and reviewed annually. Members of support staff and Mid Day Supervisors take part in a school based Performance Developing Programme system, based on the LEA model.
160. There are effective procedures for managing and improving staff performance. Targets for all members of staff are set through the Performance Management system and are closely monitored by senior managers. Formal feedback on areas of strength and areas for further development contributes effectively to staff's professional development.
161. Newly Qualified Teachers and Child Care students are well supported by their mentors and benefit substantially from their induction programmes.
162. There are effective procedures for identifying individual and school training needs. A planned programme of both school based and LEA In-Service training ensure that all staff have good opportunities to develop their professional expertise.
163. The roles and responsibilities of governors are clearly understood by all. Through their committee structure and the detailed reports they receive from the head teacher, governors are well informed about the school's needs and priorities and contribute effectively to strategic planning. They take part in the school review days and meet each term to discuss the progress made in the School Development Plan. They are made fully aware of targets set and any issues surrounding school life. As a result of their involvement in self evaluation Governors raise issues for discussion, clarification and elaboration. They have an appropriate understanding of the significance of their role as critical friend to the school.
164. Governors attend school events regularly and listen to the learners, however, they have no clear strategy for monitoring the quality of provision.
165. The Governing Body fulfils all the legal duties placed upon it thoroughly.

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

Grade 1: Good with outstanding features

166. The inspection team's findings match the school's judgement in its self-evaluation report.
167. Leaders and managers are well-informed about the many aspects of the school's performance and use the information extremely effectively to bring about further improvements. The school's judgements in its self-evaluation matched the findings of the inspection team in all seven key questions.
168. The Summary Report prepared for the inspection team is of good quality. It is a cohesive document that pulls together all the different strands of school improvement and bears evidence to a culture of critical reflection where aspirations and intentions are implemented through strategic and practical actions.
169. There are many outstanding features in the school's self-evaluation arrangements. As part of their annual self-evaluation reports, curriculum co-ordinators analyse assessment data, monitor and evaluate performance by reviewing children's books and examining teachers' planning in great detail. This provides them with a thorough insight into the standards achieved in their particular subject and an understanding of where further improvements are required. Comprehensive written reports by co-ordinators provide valuable information and clear priorities for staff and governors.
170. There are formal arrangements for canvassing the opinion of parents and the opinions of the School Council are also considered when priorities are being set. The school takes account of these views and takes positive action where necessary.
171. Staff, governors and the LEA Link Adviser contribute to self-evaluation and the priorities in the School Development Plan. Two training days each year are set aside for staff to give this full priority. This is good practice.
172. The School Development Plan is a detailed and focused document which gives a clear sense of direction for the school's work. There is a strong link between the priorities of the Plan and the priorities which emanated from the self-evaluations. Developments are planned with care, the expected outcomes noted, responsibilities apportioned to individuals and the necessary resources identified.
173. The practice of constantly reviewing and updating the School Development Plan on a termly basis ensures that it is a working document which contributes significantly to school improvement. This is an outstanding feature.

174. Good progress has been made in addressing the four Key Issues identified in the 2001 Estyn report. Successful in-house and LEA training for all staff has led to improved standards in Welsh Second Language and ICT and standards in the early years classes are now consistently good or better. Inconsistencies in the quality of teaching has been rectified with instances of outstanding teaching evident in every class throughout the school.

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

Grade 1: Good with outstanding features

175. The inspection team's findings match the school's judgement in its self-evaluation report.
176. Staffing levels are good with the whole school average class size being just over 22 pupils. Teachers are appropriately qualified and experienced to ensure that all curriculum areas are taught effectively. Curriculum co-ordinators are very well versed in the requirements of their subject and provide extremely valuable support for their colleagues.
177. An outstanding feature is the effects of teachers' continuing professional development on the quality of teaching and learning and the standards pupils achieve. This is clearly exemplified in the consistency of the various teaching practices and strategies that are evident across all classes.
178. By working in close partnership with teachers, classroom assistants very effectively plan, teach, assess and record pupils' progress. They show a sensitive appreciation of the needs of pupils and make an outstanding contribution to teaching and learning.
179. The way in which the school implements and organises planning, preparation and assessment time for teachers is effective. It ensures that efficient use is made of teachers' time, expertise and experience which ultimately has a positive impact on pupil progress.
180. The school is very well resourced and appropriate resources are available for all levels of development. All purchasing decisions are made with best-value in mind and follow audit procedures. The school has been very successful in attracting additional funding in order to increase the supply of resources.
181. Resources are sited either centrally or in classrooms and are used effectively by staff and pupils. Throughout the school, pupils are encouraged to select and fetch the resources they require.
182. Resources prepared by teachers are outstanding. They are tailored to the individual needs of pupils and groups and are produced to a high professional standard.

183. The school has an interactive museum, with a wide range of resources and artefacts to support children's learning in history and their thinking skills. This is an outstanding feature.
184. Library provision is assessed annually and books are purchased to maintain a comprehensive range of reading material. Books meet the needs of the curriculum and reflect the variety of pupil interests and present gender and cultural diversity in a positive way.
185. The accommodation is adequate for the number of pupils on roll. The purpose built nursery is of very good quality and has a large separate secure outdoor area. Reception children have access to a good outdoor area with both soft fall and grass areas. There is a very good variety of outside play equipment including a timber trail to promote children's physical development.
186. There are adequate facilities for the disabled in the nursery and main school and building adaptations are currently taking place.
187. The school is a secure environment.
188. The building is cleaned to a good standard and a variety of creative displays and photographs stimulate and interest pupils. However there is damp penetration in three classes on the ground floor. The smell permeates the area and pupils and adults are working in an unpleasant environment. Teachers work hard to overcome these difficulties and are constantly replacing the displays in these rooms.
189. The administrative support staff contribute significantly towards enabling the day to day life of the school to function effectively and to reducing teachers' workload.
190. The budget is well managed and major and minor programmes and priorities are carefully costed and linked to priorities in the School Development Plan. The school has carried a surplus higher than the recommended 5 per cent this year to cover expensive outdoor classroom plans. Close monitoring of expenditure is carried out by the office manager with support from the finance officer in the LEA.
191. The school provides outstanding value for money.

School's response to the inspection

The Governors and staff have considered the outcomes of the inspection and are delighted that the findings acknowledge that Milton Infant School is a very good school “that demonstrates many outstanding features in all aspects of its work”.

We are pleased that the inspection team recognised the outstanding teaching evident in every class throughout the school and that learning experiences are vibrant and stimulating. We are also pleased the inspectors acknowledged the outstanding contribution our classroom assistants make to teaching and learning throughout the school.

We are delighted that the leadership of the school is outstanding with the head teacher being visionary and strategic with a clear sense of direction and that this supports the very effective team working evident in the school.

The close team work creates a happy, caring and supportive atmosphere where all pupils make good/outstanding progress.

Standards of achievement are above the All Wales Welsh Assembly targets and we recognise that the consistent high quality in our school is a very important contributory factor to the high standards pupils achieve. This is a reflection of the hard work of pupils, staff and governors of Milton Infant School.

Most importantly, the inspection report makes clear the elements that make our school what it is – a very good school. In particular, the report confirms that we are achieving our aims and provide an outstanding education for all children in our care.

We will continue to strive to maintain our high standards and high expectations for all.

The opinions of the inspection team are valued and the recommendations will be acted upon in the school's current and future development plans.

Appendix 1

Basic information about the school

Name of school	Milton Infants School
School type	Nursery and Primary
Age-range of pupils	3-7 years
Address of school	Hendre Farm Drive, Ringland, Newport
Postcode	NP19 9HB
Telephone number	01633 273505

Head teacher	Ms Susan Wilson
Date of appointment	January 2001
Chair of governors	Ms Mary Casey
Registered inspector	Wil Williams
Dates of inspection	12 – 14 November 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	32	55	64	61	0	0	0	0	212

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	0	12

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22.5
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	90%	93%	91.7%
Spring 2007	84.3%	97.8%	87.7%
Summer 2007	81%	88%	89.2%

Percentage of pupils entitled to free school meals	37%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1(as compared with national results for 2006):

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:				
			62				
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	3	15	63	19
		National	0	3	13	63	20
En: reading	Teacher assessment	School	0	3	19	50	28
		National	0	4	14	55	27
En: writing	Teacher assessment	School	0	6	14	70	10
		National	0	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	1	5	73	21
		National	0	2	10	63	24
Mathematics	Teacher assessment	School	0	0	5	82	13
		National	0	2	10	64	23
Science	Teacher assessment	School	0	0	5	64	31
		National	0	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	82%	In Wales	80.6%

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection. The head teacher undertook the role of nominee. There was no peer assessor present.

These inspectors visited:

- 27 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- 30 parents' questionnaire of which 99 per cent of responses were positive;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Wil Williams Registered Inspector	Context, Summary, Recommendations, Annexes, Key questions 1, 5, 6 and 7.
Mrs Yvonne Naylor Team Inspector	Key questions 2, 3 and 4
Mrs Caterina Lewis Lay Inspector	Contributions to key questions 1, 3, 4 and 7
Ms Susan Wilson Nominee	Provision of information Contributions to all key questions

Contractor

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Acknowledgements

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