

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

**MILTON JUNIOR SCHOOL
Hendre Farm Drive
Ringland
Newport
NP19 9HB**

School Number: 680/2041

Date of Inspection: 29 November – 2 December 2004

by

**Mr Roger Thomas
W260/16410**

Date: 3 February 2004

Under Estyn contract number: T/64/04P

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Milton Junior School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Milton Junior School took place between 29th November and 2nd December 2004. An independent team of inspectors, led by Mr Roger Thomas 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

The 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.

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Context

The nature of the provider

1. Milton Junior School, with 273 pupils aged 7 to 11 years of age, is situated on the edge of the inner-city area of Newport. It serves part of the large urban estate of Ringland. Almost all pupils live in the local catchment area, which, according to the school, is mainly economically disadvantaged. About 48% of pupils are entitled to receive free school meals, which is above the national average. About 3% of pupils come from a range of minority ethnic backgrounds. No pupils speak Welsh as their first language. There are no pupils formally cared for by the Local Authority; and one pupil was excluded in the last year. Around 22% of pupils have special educational needs (SEN), including six pupils with a formal statement of SEN.

The school's priorities and targets

2. The school's aims include:
 - To provide a curriculum, which will assist and encourage and ultimately achieve the complete development of each child?
 - To enlarge pupils knowledge of subjects and areas of study;
 - To develop skills by which pupils control and direct their own learning including linguistic, numeracy and manipulative skills;
 - To build concepts enabling pupils to generalise, organise and relate ideas and make informed judgements;
 - To develop attitudes to foster learning including a willingness to question, listen and observe;
 - To concentrate and work individually or collectively and at the same time for pupils' to learn by their mistakes.
3. The school's major priorities and targets for 2004-2005 include:
 - The development of a new spelling scheme;
 - Further develop information technology, in particular the use of the interactive white board;
 - Review of the policy and scheme of work for geography;
 - The formation of a School Council.
4. The school was last inspected in 1999. Since that time both a new Headteacher and a new Deputy Headteacher have been appointed

Summary and recommendations

5. Milton Junior School is a good school which has improved standards since the last inspection. The inspection team agreed with the judgments made by the school about the standards pupils achieve and with most of the school's judgments about other areas of its work.

Table of grades awarded

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

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

Standards of achievement

7. Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	19%	58%	23%	0%	0%

The quality of education and training

8. Pupils' standards of achievement are well above the Welsh Assembly Government's all-Wales targets for 95% of standards to be satisfactory or better and 50% to be good or better.
9. In the subjects inspected, the standards of achievement are as follows:

Subject	KS2
English	Grade 2
Science	Grade 1
Welsh second language	Grade 3
Information Technology	Grade 2
Music	Grade 2
Religious Education	Grade 2

10. In the KS2 2004 NC test results, pupils' achievements in attaining NC level 4 or higher, were in line with national and local averages in English and mathematics; in science they were considerably higher. However, in comparison with English medium schools with a 30 to 40 per cent FSM benchmark the school is in the upper quartile, for all three subjects.
11. Pupils' standards and progress in the key skills of writing, speaking and listening, reading and numeracy across the curriculum are good. Information and communications technology (ICT) overall is satisfactory. The use of interactive whiteboards has enhanced pupils' progress in lessons, by improving their skills in reading and information gathering in a range of subjects.
12. Provision for pupils with SEN is generally good and meets the requirements of the Code of Practice. Pupils make good progress, which is monitored carefully. No pupil is disapplied from the NC and the school works hard to achieve inclusivity for pupils with SEN who are fully integrated into the ordinary life of the school.
13. The school is very inclusive and works with many agencies to ensure that the needs of all their pupils are met. A great deal of time and effort is spent liaising with these agencies in order to tackle social disadvantage and to challenge stereotyping.
14. The school responds well to pupils' learning and provides equal access to a broad and balanced curriculum. The curriculum caters effectively for the whole range of pupils' needs and is very well planned.

15. There is good provision to ensure that pupils acquire the necessary basic and key skills. However, during lessons seen, ICT skills were not always developed to present information and communicate ideas.
16. Pupils are polite and helpful and work and play well together. The School Council allows pupils to participate in the affairs of the school and develop a sense of responsibility and ownership.
17. In spite of the very good work done by the office staff and the EWO, attendance and punctuality remain satisfactory with the lowest termly figures being in the Summer. This is mainly due to holidays taken in term time. Most families do not take more than the statutory allowance of 10 days and they do seek the school's permission. Other absence is due to illness, although there is some unexplained absence. An appropriate target for attendance has been set and the first day response telephone call is working well. Reminders are sent out regularly to inform parents of their duties concerning attendance and punctuality. Registration is taken twice a day and the data is entered into the computerised system weekly. This is analysed regularly. The school fully meets WAG circular 3/99 for attendance and registration.

The quality of education and training

18. Overall, the quality of teaching in the areas of learning and subjects inspected are as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
The quality of teaching	26%	61%	13%	0%	0%

19. The percentage of lessons which are good or better is well above the Welsh average, which is a significant improvement since the last inspection.
20. In all classes teachers offer clear and concise learning objectives and unambiguous instructions are given. Lessons are taught at good pace with pupils' interest maintained throughout. Teachers give good encouragement to all pupils and there is good teacher/pupil interaction.
21. Teachers have a good knowledge of the subjects they teach and plan their lessons thoroughly. Both short and medium term planning are good and effectively improve pupils' standards. Overall there is good progression and development and this is due to appropriate teaching strategies. There is good stimulation and challenge for the less able pupil, however, the more able and talented pupils need to be extended further.

22. The quality of assessment is very good. A very effective whole school system of assessment tracks pupils' progress over time. Staff and governors can identify the progress made by individual pupils including those with special educational needs and gifted pupils. This information is used to promote higher standards, particularly in Y6 when some pupils are taught effectively in small groups for English, mathematics and science to support learning.
23. The school responds well to pupils' learning and provides equal access to a broad and balanced curriculum. The curriculum caters effectively for the whole range of pupils' needs and is very well planned.
24. The school strongly promotes equal opportunities. Pupils, irrespective of their social backgrounds, gender, disability or ethnicity are positively included in all school activities. Throughout the day pupils work and play well together.
25. The school promotes pupils' spiritual, moral and social and cultural development very well. Collective worship and Religious Education makes a positive contribution to pupils' spiritual and moral development. Governors, teachers and prefects set good role models and visitors to the school effectively extend pupils' cultural understanding. The school fosters values such as fairness and respect for truth and for one another.
26. There is appropriate provision for Cwricwlwm Cymreig with an emphasis upon studying the heritage and culture of Wales and their own local culture.
27. A range of opportunities is in place to promote bilingual skills through regular speaking and listening activities in all classes.
28. There is an effective policy and sound procedures for child protection. The head is the nominated person; all adults are fully aware of their responsibilities.
29. The parental links are effective. The school communicates well with all parents in the form of newsletters and keeps an open door policy. A number of parents attend class assemblies and support the school in fundraising activities. In the questionnaires and in the pre inspection meeting a high percentage of parents expressed strong satisfaction with the standards achieved by their children and the values promoted by the school.
30. There are good links with the infant's school and with the feeder comprehensive school with pupils and staff exchanging visits, which bring positive benefits for the pupils.

Leadership and management

31. The quality of management shown by the head is very good. His management is purposeful, supportive and gives a clear sense of direction to the school's work.
32. The leadership and management roles of the deputy and the SMT are well developed. Shared values and clear aims, which promote equality of opportunity for all are focused on pupils' needs and are implemented by all staff and governors.
33. The quality of team leadership and subject coordination is very good, overall. Subject co-ordinators monitor the quality of provision and schemes of work are reviewed and updated in a planned cycle of improvement.
34. The governing body is very supportive and fully involved in school life and is very well led by its Chairman.
35. The school takes good account of national priorities and local partnerships. Recent initiatives, such as the development of new ICT resources, are enabling pupils to achieve higher standards.
36. Self-evaluation and target-setting are well developed throughout the school. Subjects are regularly monitored and evaluated and findings are shared with colleagues.
37. The school has made very good progress since the last inspection. It has responded positively and effectively to the key issues identified in the 1999 report.
38. The School has a team of suitably qualified and experienced teaching staff including a NNEB, however, there are no further learning support staff.
39. Staff are effectively deployed, managed and developed through in-service training (INSET), though there is a need to extend this.
40. Spending priorities and resources are matched to the needs of the School as identified in the School Development Plan.
41. The School reviews its resources regularly and overall achieves good value for money.

Recommendations

42. In order to build on the very good improvement since the last inspection the school needs to:

R1 raise standards in Welsh second language and ICT as a key skill, and address any other shortcomings in subjects identified in this report;

R2 further develop pupils' enquiry based learning skills in order to promote independent learning;

R3 provide further challenge for the most able pupils';

R4 ensure that the information in the school prospectus meets statutory requirements;

R5 address the health and safety and accommodation issues raised with the GB.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

43. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	19%	58%	23%	0%	0%

44. In the subjects inspected, the standards of achievement are as follows:

Subject	KS2
English	Grade 2
Science	Grade 1
Welsh second language	Grade 3
Information Technology	Grade 2
Music	Grade 2
Religious Education	Grade 2

45. In the KS2 2004 NC test results, pupils' achievements in attaining NC level 4 or higher, were in line with national and local averages in English and mathematics; in science they were considerably higher. However, in comparison with English medium schools with a 30 to 40 per cent FSM benchmark the school is in the upper quartile, for all three subjects.
46. Pupils' standards and progress in the key skills of writing, speaking and listening, reading and numeracy across the curriculum are good. Information and communications technology (ICT) overall is satisfactory. The use of interactive whiteboards has enhanced pupils' progress in lessons, by improving their skills in reading and information gathering in a range of subjects.
47. Provision for pupils with SEN is generally good and meets the requirements of the Code of Practice. Pupils make good progress, which is monitored carefully. No pupil is disapplied from the NC and the school works hard to achieve inclusivity for pupils with SEN who are fully integrated into the ordinary life of the school.
48. Pupils' attitude to learning is good. The majority of pupils show a good degree of concentration and the vast majority work hard in lessons.
49. The school works very hard to ensure that pupils behave well at all times and, as a consequence, pupils have very good behaviour both in class and in and around the school. Their behaviour during whole school assemblies is exemplary. They enter the hall quietly and take up their places quickly. Attitudes to learning are also generally very good and most sustain concentration well. Pupils have a clear understanding of what is expected of them and are courteous and considerate. They relate well to each other and to adults. Pupils are developing their self esteem and self-confidence but they are given limited opportunities to take responsibility for their own learning. Plans are in hand to improve pupils' thinking skills but this has yet to have a full impact. The parents pre-inspection questionnaire shows that many feel the school achieves high standards of good behaviour.
50. Older pupils behave maturely and are sensitive to the needs of the younger ones.
51. Pupils contribute well to the newly formed School Council and take their responsibilities seriously.
52. The school strongly promotes equal opportunities. Pupils, irrespective of their social backgrounds, gender, disability or ethnicity are positively included in all school activities. Throughout the day pupils work and play well together.

53. All pupils with SEN are fully integrated and have equal access to the school's provision. The school is very inclusive and works with many agencies to ensure that the needs of all their pupils are met. A great deal of time and effort is spent liaising with these agencies in order to tackle social disadvantage and to challenge stereotyping.
54. In spite of the very good work done by the office staff and the EWO, attendance and punctuality remain satisfactory with the lowest termly figures being in the Summer. This is mainly due to holidays taken in term time. Most families do not take more than the statutory allowance of 10 days and they do seek the school's permission. Other absence is due to illness, although there is some unexplained absence. An appropriate target for attendance has been set and the first day response telephone call is working well. Reminders are sent out regularly to inform parents of their duties concerning attendance and punctuality. Registration is taken twice a day and the data is entered into the computerised system weekly. This is analysed regularly. The school fully meets WAG circular 3/99 for attendance and registration.
55. The school has followed appropriate procedures in the case of temporary exclusion in the past twelve months.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

Good features

56. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.
57. In the lessons observed the quality of teaching was judged as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
The overall quality of teaching in the subjects inspected	26%	61%	13%	0%	0%

58. The quality of teaching has improved significantly since the previous inspection.
59. Teachers have a good knowledge of the subjects they teach and plan their lessons thoroughly. Both short and medium term planning are good and effectively improve pupils' standards. Overall there is good progression and development and this is due to appropriate teaching strategies. There is good stimulation and challenge for the less able pupil, however, the more able and talented pupils need to be extended further.
60. In all classes teachers offer clear and concise learning objectives and unambiguous instructions are given. Lessons are taught at good pace with pupils' interest maintained throughout. Teachers give good encouragement to all pupils and there is good teacher/pupil interaction.
61. Pupils are given the opportunity for discussion, to share ideas and to evaluate their own work and that of others.
62. Classes are well organised and managed effectively with pupils working individually, in pairs and small groups.
63. Teacher and pupils resources are used efficiently especially with the use of the ICT suite.
64. Targets for improvement are clearly set and are used to assess pupils understanding and to further inform future teaching strategies.
65. Teachers maintain records of pupil achievement and these are used effectively to inform the evaluation process and to identify areas for improvement.
66. The quality of assessment is very good. A very effective whole school system of assessment tracks pupils' progress over time. Staff and governors can identify the progress made by individual pupils including those with special educational needs and gifted pupils. This information is used to promote higher standards, particularly in Y6 when some pupils are taught effectively in small groups for English, maths and science to support learning.
67. National Curriculum tests are appropriately reported and analysed which meets statutory requirements. Transfer sheets between the Infants' School and then on to the Comprehensive School, provides clear and helpful information. Very good school portfolios inform teachers of the levels which pupils achieve across the key stage and individual class folders provide an effective record of pupils' progress.

68. The standard of marking is good. Teachers provide encouraging remarks and often provide clear guidance on what pupils need to do to make progress. Pupils benefit from 'closing the gap' system which teachers have introduced to help them.
69. Governors' annual reports to parents meet statutory requirements. School reports to parents outline pupils' achievements and skills in every subject. Parents have opportunities through visits and detailed questionnaires to express their views, which effectively inform planning.

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

Grade 2: Good features and no important shortcomings.
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70. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
71. The school responds well to pupils' learning and provides equal access to a broad and balanced curriculum. The curriculum caters effectively for the whole range of pupils' needs and is very well planned.
72. There is good provision to ensure that pupils acquire the necessary basic and key skills. However, during lessons seen, ICT skills were not always developed to present information and communicate ideas.
73. The school is very inclusive and works with many agencies to ensure that the needs of all their pupils are met. A great deal of time and effort is spent liaising with these agencies in order to tackle social disadvantage and to challenge stereotyping.
74. The school offers very good equal opportunities to participate in a wide range of extra curricular activities, including sports clubs, the school choir and playing recorders. Year 6 pupils enjoy and learn from a residential week at Talybont adventure centre. These activities cater well for their personal, social and cultural needs.
75. The school promotes pupils' spiritual, moral and social and cultural development very well. Collective worship and Religious Education make a positive contribution to pupils' spiritual and moral development. Governors, teachers and prefects set good role models and visitors to the school effectively extend pupils' cultural understanding. The school fosters values such as fairness and respect for truth and for one another.

76. There is appropriate provision for Cwricwlwm Cymreig with an emphasis upon studying the heritage and culture of Wales and their own local culture.
77. Pupils are polite and helpful and work and play well together. The School Council allows pupils to participate in the affairs of the school and develop a sense of responsibility and ownership.
78. A range of opportunities is in place to promote bilingual skills through regular speaking and listening activities in all classes.
79. The parental links are effective. The school communicates well with all parents in the form of newsletters and keeps an open door policy. A number of parents attend class assemblies and support the school in fundraising activities. In the questionnaires and in the pre inspection meeting a high percentage of parents expressed strong satisfaction with the standards achieved by their children and the values promoted by the school.
80. There are good links with the infant's school and with the feeder comprehensive school with pupils and staff exchanging visits, which bring positive benefits for the pupils.
81. Pupils have a growing awareness and understanding of sustainable development and this is enhanced by their study of different parts of the globe through geography where they learn about climate change, recycling and aspects of conservation. Initiatives, such as bin your litter, have helped bring to everyone's attention the need to respect property and conserve resources. There are limited initiatives, mainly due to space and safety, helping all to act in a sustainable way by recycling. Teachers encourage personnel from different occupations and professions to speak to pupils about their work. The contribution of the police and fire services broadens pupils' understanding of the roles they play and awareness of the importance of staying safe. Older pupils' understanding of the work of the emergency services is further enhanced by the school's involvement in the 'crucial crew' programme.
82. The school responds well to developing learning experiences through employees and the local community and there has been a notable improvement since the last inspection. There are good links with industry, for example the Steel works and with a local hotel, which develop pupils' understanding of the world of work and, in the case of the latter, the need for a responsible attitude to the environment. The industry links policy suitably highlights opportunities to improve learning and further developments have been identified as a priority for 2005-2006. The school has a very close link with the local community and there is a great deal of emphasis on extra-curricular activities, many of which involve local people.

These opportunities develop further pupils' abilities to work together as a team. The head is particularly active in the community and is always part of the ongoing work done to improve lifelong learning and community regeneration. Partnership with UWCN enables the school to benefit from student placements and support learning.

83. Pupils express positive opinions about ways the skills they have learnt across the curriculum will be invaluable in supporting life long learning and career development. Their scientific skills are very good, they are good readers and bilingualism is developing. Pupils work well together.

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

Grade 1: Good with outstanding features.

84. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
85. Learners are very well supported, guided and cared for. School is a well organised and safe environment with policies and procedures in place to deal with bullying should these problems arise.
86. The good relationship with parents is reflected in the parental questionnaires, in the parent's pre-inspection meeting and the way in which they attend class assemblies and can speak to the head whenever they are concerned, through the schools 'open door' policy.
87. Pupils feel happy and safe, respect their prefects and know that they can talk to their teacher if they have concerns. Any incidents of bullying, aggressive or racist behaviour are carefully investigated and recorded and appropriate action taken.
88. Pupils transferring from the infant's school have settle quickly and are made to feel very happy and safe. Pupils transferring during term time are appropriately inducted and offered a 'buddy' system for their early days at school.
89. The school knows its pupils well and identifies their individual needs through pupil files, individual targets and individual educational plans for SEN pupils'. The school makes very good use of specialist services and has very good links with outside agencies such as the police, school nurse, dental nurses, specialist teachers and social services. The school particularly values the support given by the Educational Psychologist on a regular basis. Speech and language support has been effective but limited

in time allocation. Specialist support has been particularly effective for SEN pupils with behaviour and learning difficulties.

90. Much care and guidance is given to all pupils whatever their background to ensure that they make the most of what the school has to offer. Where there are causes for concern, the school acts promptly sometimes by calling in specialist help. Those for whom English is an additional language receive very good support from the GEMMS service. There are effective policies to promote actively gender equality. The school closely follows the LEA guidelines for equal opportunities.
91. Registration periods are administered appropriately, are pleasant occasions and develop opportunities for incidental Welsh conversations. Attendance and punctuality are carefully monitored. Policies for child protection, first aid and racial equality are all in place and known to all. Good day-to-day procedures are in place for meeting the needs of pupils who are unwell or who have had an accident. Careful and comprehensive risk assessments are carried out for the major activities in the school, including educational visits.
92. Provision for pupils with SEN is generally good and meets the requirements of the Code of Practice. Pupils make good progress, which is monitored carefully. The SENCO, Head, teachers, NNEB and named Governor work well together to ensure that special educational needs are carefully planned, delivered and appropriately reviewed. Support is usually given by withdrawal to a small SEN room where pupils respond well to the encouragement and challenge they are given.
93. No pupil is disapplied from the NC and the school works hard to achieve inclusivity for pupils with SEN who are fully integrated into the ordinary life of the school.
94. There is an effective policy and sound procedures for child protection. The head is the nominated person; all adults are fully aware of their responsibilities.
95. The school provides very effective support through its policies and practices for those pupils who behaviour impedes their progress and those of others. This is a particular strength of the school, which has been very successful in ensuring appropriate behaviour of its pupils with the help of outside specialist staff. All aspects of race relations are well documented by the school and the log books show there is very little racial abuse, either verbal or physical. On the rare occasions that these occur, records show that they are instantly dealt with in accordance with the school's zero tolerance attitude. Other forms of bullying are also not tolerated and there are good arrangements to ensure that pupils are as free as possible from

any form of discrimination and harassment. Any matters drawn to staff's attention are immediately dealt with backed up by the excellent service that the older pupils carry out by befriending and aiding younger pupils who may be experiencing difficulties.

Leadership and management

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

Grade 1: Good with outstanding features

96. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.
97. The quality of management shown by the head is very good. His management is purposeful, supportive and gives a clear sense of direction to the school's work.
98. The leadership and management roles of the deputy and the SMT are well developed. Shared values and clear aims, which promote equality of opportunity for all are focused on pupils' needs and are implemented by all staff and governors.
99. The quality of team leadership and subject coordination is very good, overall. Subject co-ordinators monitor the quality of provision and schemes of work are reviewed and updated in a planned cycle of improvement.
100. Shared aims and values, which promote equality of opportunity for all, are reflected well in the life and work of the school.
101. The school takes good account of national priorities and local partnerships. Recent initiatives, such as the development of new ICT resources, are enabling pupils to achieve higher standards.
102. Self-evaluation and target-setting are well developed throughout the school. Subjects are regularly monitored and evaluated and findings are shared with colleagues.
103. An effective staff performance management system promotes teachers' continuous professional development; courses undertaken by staff have a beneficial effect on provision and standards.
104. Day to day administrative procedures and routines are very effective.

105. The governing body is very supportive and fully involved in school life and is very well led by its Chairman.

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

Grade 1: Good with outstanding features
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106. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.

107. The headteacher and staff are committed to improving standards and a culture of self evaluation is firmly embedded in the school. All teachers are involved in the self-evaluation process and the views of pupils, parents and governors are also taken into account.

108. The school self- evaluation process informs the school development plan which clearly sets out the schools' priorities. The plan is carefully costed and includes time schedules and success criteria.

109. Overall, the school makes good use of National Curriculum tests results in key stage 2. A detailed analysis is made of pupils' assessment test results, as well as ongoing teacher assessments. The school uses this information to target support at class, group and individual pupil level.

110. A clear role is played by leaders in the self-evaluation process and staff understand the part that they play in it. All staffs' views are valued and there is a professional ethos that recognises the needs of staff development.

111. The self-evaluation report produced by the school before the inspection is concise and clear. Clear priorities have been identified and the school effectively uses its resources to focus upon these within a realistic timescale.

112. The school has made good progress since the last inspection. The key issues have been addressed well.

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

Grade 2: Good features and no important shortcomings

113. The findings of the Inspection team match the judgement made by the School in the Self Evaluation report.
114. The School has a team of suitably qualified and experienced teaching staff including a NNEB, however, there are no further learning support staff.
115. Staff are effectively deployed, managed and developed through the medium of in-service training (INSET), though there is a need to extend this.
116. All pupils have access to a range of appropriate learning resources that match the demands of learning experiences. There are plenty of reading and reference books, which are available in all classrooms and meet requirements.
117. Good use is made of available resources although there is a need to ensure that computers in classrooms are used more frequently.
118. The School has a positive learning environment for pupils which benefits from an ICT suite. It has a spacious and well used playing field, which enhances learning.
119. Spending priorities and resources are matched to the needs of the School as identified in the School Development Plan.
120. The School reviews its resources regularly and overall achieves good value for money.

Standards achieved in subjects and areas of learning

English

Grade 2: Good features and no important shortcomings

Good features

121. Pupils in all classes listen attentively to the teacher and to others. They speak clearly and oracy skills are good. They are able to ask and answer a variety of questions coherently and confidently and show a keen interest in the subject. Most pupils are able to share opinions and ideas and have a good vocabulary.
122. All pupils enjoy reading. The guided silent reading sessions are well structured and pupils improve their reading skills individually, in pairs and small groups. They show a good understanding of the material they are reading and are able to explain the content of the text. Pupils read with

expression, confidence and enthusiasm and have a good variety of books available. A home book scheme and use of library books enhance reading standards.

123. Pupils write legibly and good progress is made in the formation of letters. Joined up writing is developed well in the lower Key Stage and there are some very good examples of written work in Year 6.
124. Year 5 pupils are able to organise and structure their writing in the form of an interview and have a good knowledge of parts of speech. They can use a dictionary competently.
125. In Year 6 pupils show good ability to use correct spelling and punctuation as well as compound words and other connectives. They are able to write good, meaningful stories using a range of vocabulary and written dialogue.
126. Letter writing is developed well across the Key Stage. There is evidence of a good standard of poetry writing in pupils' books and on wall displays.
127. Written work is well presented and is suitably marked.
128. There is good opportunity for older pupils to engage in drama activities and they do so with confidence.
129. A spelling scheme and a range of oracy activities clearly help pupils to achieve a high standard.

Shortcomings

130. Reading material does not always sufficiently engage the less able pupils in terms of levels of interest.
131. Extension activities to meet the needs of the more able and talented pupils are not always available.

Science

Grade 1: Good with outstanding features.

Good features

132. In lessons seen and in discussion groups pupils demonstrate a very good background knowledge across the different ATs of the NC; they are keen to answer questions and respond confidently and show very good recall of previous learning.

133. Pupils have a very good understanding of life processes. They are aware of the importance of diet in maintaining a healthy life style. Year 4 pupils are able to talk very clearly about their lunch boxes and know and understand about vitamins and energy found in certain goods.
134. Pupils study the life cycle of plants and can name the parts of a plant and their function. Year 6 pupils confidently produce their own schematic example of food chains. Pupils can also demonstrate a secure knowledge and understanding of producers, prey and predators.
135. Pupils in Year 3 use scientific language appropriately and know and understand that some materials are better electrical conductors or insulators than others. Pupils are able to investigate and provide answers. This work is very well linked to safety in the home and in relation to bare wires. Older pupils progress by considering change that can be made to make the bulb brighter.
136. Older pupils demonstrate a thorough understanding that materials can change when heated and that some changes are reversible and some irreversible. They know that materials dissolve in water. They are confident about constructing a fair test and the need to repeat experiments to ensure reliability.
137. Year 4 pupils are able to demonstrate how objects vibrate. They are able to explain very clearly what they have discovered and record their findings well. Older pupils extend their knowledge and understanding and are able to explain and understand that the pitch and loudness produced by some vibrating objects can be changed.
138. Understanding of physical processes shows good development. Pupils in Year 6 can use a Newton meter to measure force and produce a graphic representation to illustrate the relationship between mass and weight.
139. ICT is appropriately used to support pupils' learning. Year 3 pupils use electron-microscopes to look more closely at paper towels. Data logging is developing while Year 6 pupils confidently acquire information to support their learning through access to the Internet and use of search engines for investigative purposes.
140. Throughout the Key Stage pupils use scientific language confidently and appropriately. They communicate effectively their understanding of scientific concepts using text, diagrams, graphs, tables and charts.

Shortcomings

141. There are no discernible shortcoming

Welsh

Grade 3: Grade 3: Good features outweigh some shortcomings

Good features

142. Pupils' recall of previous patterns and topics studied is satisfactory. The strategy of 'hot seating', is regularly employed in classes and is beginning to impact positively on pupils' standards of achievement.
143. Younger KS2 pupils can read the target language on flashcards and simple texts related to the current topic of study.
144. Incidental language is used effectively in most classes to reinforce and develop pupils' language skills.
145. Older KS2 pupils learn to tell the time in Welsh. They know the numbers to twelve in Welsh and also 'o'clock', 'half past', 'quarter past' and 'quarter to'.

Shortcomings

146. Progression in reading and writing is limited throughout the key stage. Insufficient use is made of Welsh texts to improve reading. Pupils' independent writing skills are underdeveloped.
147. Pupils lack the confidence to apply Welsh language skills in a variety of settings.
148. Pupils' ability to initiate an extended dialogue is often limited.
149. The timing and structure of lessons are too long resulting in slow pace and varied concentration levels among the pupils.

Information Technology

Grade 2: Good features and no important shortcomings

Good features

150. Pupils use IT equipment competently throughout the School.
151. In Year 3 pupils are able to enter data onto the computer in order to make a pictogram.
152. In Year 6 pupils are able to use a multi media authoring programme to organise, refine and present information. They are able to make a hyperlink using Laura Ashley and her connections with Merthyr Tydfil as a theme.
153. Year 6 pupils display good ability in using Powerpoint to create a feature on the City of Newport.
154. Software is used effectively and good use is made of the ICT suite, timetabled for all classes. This has impacted positively on IT standards.
155. Year 4 pupils are able to log on, select the correct Web page and copy information into Word.
156. Pupils display good ability to programme a sequence of commands.
157. In Y 5 and Y6, pupils are able to show an enhanced knowledge and understanding of accessing information.

Shortcomings

158. There are no major shortcomings, however, computers in the classrooms are not always used to the fullest effect.

Music

Grade 2: Good features and no important shortcomings

Good features

159. Pupils have a good knowledge of musical terms such as texture, dynamics, pitch and time. Most have a good feel for rhythm, which they are able to sustain competently.

160. Some pupils are able to compose a simple rhythm such as a rap and can describe the different and changing moods felt by the music.
161. Pupils are able to appraise the quality of compositions and show good skills in conducting groups of pupils to harness a variety of dynamics.
162. Most pupils can identify and play a chord using chime bars or voice.
163. Pupils sing well in tune and have a good knowledge of hymns and simple songs.
164. The School choir can sing songs in two parts accompanied by the Recorder Group of Year 5 and Year 6 pupils during Assembly with a degree of competence.

Shortcomings

165. There are no major shortcomings, however, a programme of INSET training for non specialist teachers will enhance confidence and further improve standards.

Religious Education

Grade 2: Good features and no important shortcomings

Good features

166. Pupils have a good knowledge of the Bible and know that it is a sacred text made up of Old and New Testaments.
167. Year 3 pupils learn and understand that we need rules in order to respect others. They are able to talk openly about new rules and what they mean to them.
168. Year 5 pupils learn about the importance of light in the festival of Advent. Pupils speak well about Christmas and what it means to them. They have a good knowledge of the meaning of the Advent candles and are able to design their own calendars.
169. Pupils in Year 6 are increasingly aware of the beliefs, customs and practices of other faiths. They study Buddhism and are able to explain the eight rules Buddha said should be followed called 'The Eightfold Path'. They know that this involves the right thought, right speech, right action, right living, right effort, right awareness and right concentration.

170. The quality and range of work in religious education shows that pupils have developed a spiritual sensibility. Sensitivity for others is further supported by the school's inclusive approach to pupils with ethnic minority backgrounds, those with SEN, and those who have personal difficulties.
171. The profile of Religious Education is enhanced by visits to places of worship, for example, St Woolos Cathedral in Newport.
172. Religious Education is well resourced and there is a good range of artefacts in the school.

Shortcomings

173. There are no discernible shortcomings.

School's response to the inspection

After reading this very good report on the work of the school and considering the outcomes of the inspection, we conclude that the report fairly and accurately reflects the work of the school. The judgements and observations of the inspection team validate and agree with those made by the school in its self evaluation report.

The inspection was comprehensive and extensive. Staff appreciated the professional and courteous manner with which it was conducted. The headteacher in his role as nominee also appreciated the care taken by the team to fully evidence their judgements.

The report recognised the significant improvements made since the previous inspection, especially in the quality of teaching and learning, whilst reaffirming its strengths. We are pleased that it also recognised the crucial role the school takes as part of the community, providing quality care, guidance and support for all pupils making it a secure and inclusive school.

The focus on standards and attainment rightly acknowledge the improvements in attainment at the school and the good progress made with respect to the lay issues, especially in raising standards in music and ICT since the previous inspection. We are again pleased that the inspectors found that pupil's behaviour and their attitudes to their learning were both very good.

The headteacher, staff and governing body will ensure that further developments and improvements occur as we act upon the recommendations made in the report.

Milton Junior School is delighted and proud of this inspection report and the endorsement it gives of the high quality of education the school provides.

Appendix A

Basic information about the school

Name of school	Milton Junior School
School type	Community
Age-range of pupils	7 to 11
Address of school	Hendre Farm Drive Ringland NEWPORT
Post-code	NP19 9HB
Telephone number	01633 273507
Headteacher	Mr Peter Cornelius
Date of appointment	January 2002
Chair of governors/ Appropriate authority	Cllr W J Jenkins
Registered inspector	Mr Roger Thomas
Dates of inspection	29 th November to 2 nd December 2004

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils					69	73	75	75	292

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	2	13

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24.3:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	n/a
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003			93.1%	93.1%
Spring 2004			92.84%	92.84%
Summer 2004			90.18%	90.18%

Percentage of pupils entitled to free school meals	48%
Number of pupils excluded during 12 months prior to inspection	2

Appendix C

National Curriculum Assessment Results

End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6			76		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	4	28	55	13	0
		National	0	0	0	0	2	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	0	21	53	26	0
		National	1	1	2	0	0	4	13	42	37	0
Mathematics	Teacher assessment	School	0	0	0	0	0	5	25	58	12	0
		National	1	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	4	19	56	21	0
		National	0	2	1	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	0	20	54	26	0
		National	0	1	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	8	66	26	0
		National	1	2	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	66%	In the school	69%
In Wales	71%	In Wales	70%

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

Appendix D

Evidence base of the inspection

The inspection team of three inspectors, including the lay inspector, was at the school for a total of 12 inspector days.

During this time, all teachers were visited and all classes were seen. A total of 55 sessions, part sessions or interactions were observed and a wide range of pupils' work was scrutinised. Inspectors talked to pupils about their work and life in the school and listened to them reading their own work and extracts from class reading books.

The full range of documentation made available by the school was scrutinised. Discussions were held with the headteacher, deputy headteacher, governors, teachers, classroom assistants, other staff and pupils. Pre- and post-inspection meetings were held with 10 governors and staff, and two parents attended a pre-inspection meeting with inspectors. Questionnaires completed by 70 parents were also analysed.

Appendix E

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr Roger Thomas	Registered Inspector	Key Question 1, 5 and 6.	Welsh 2 nd Language; Religious Education.
Mrs Joyce Chatterton	Team Inspector	Key Question 3 and 4.	Science.
Mr Allan Jones	Team Inspector	Key Question 2 and 7.	English; Information Technology; Music.
Mrs Rhiannon Boardman	Lay Inspector	Contributions to Key Questions 1, 4, 5 and 7.	

Acknowledgement

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

Contractor

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