

Corinne Burke
Milton Primary School
Hendre Farm Drive
Newport
NP19 9HB

12/06/2025

Dear Corinne Burke

Interim visit: May 2025

A team of inspectors visited Milton Primary School recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff, consider documentation, and look at samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Improve pupils' Welsh and information and communication technology (ICT) skills

- Leaders and staff have embedded a broad range of purposeful opportunities throughout the curriculum for pupils to practise and improve their Welsh language skills. This has improved many pupils' confidence and fluency well.
- Staff benefit from appropriate professional learning to improve Welsh language teaching. As a result, most teachers give pupils an engaging range of regular opportunities to develop and practise their Welsh oracy skills.
- Most younger pupils are developing their Welsh skills proficiently. Many of the oldest pupils use a wide range of different language patterns competently, often adding detail and extending their responses to questions independently.
- Leaders have collaborated well with local schools to create a shared understanding of progression in developing pupils' digital skills. This provides teachers with a systematic approach to developing pupils' skills. Many teachers use these plans effectively to ensure their pupils make progress.

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Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- Teachers benefit from professional learning to improve their knowledge and understanding of the range of resources available to develop pupils' ICT skills. As a result, staff are more confident to deliver a range of experiences to pupils.
- Most younger pupils develop their digital skills well. As they move through the school, they build on these skills appropriately and by the time they leave, they apply these to a variety of contexts suitably.
- Leaders regularly monitor and evaluate the teaching of ICT skills and how pupils apply their digital skills to a range of contexts. They use this information to inform their school development priorities suitably.

Ensure that independent learning tasks challenge pupils consistently well

- Leaders have devised and shared a clear vision to develop pupils' independent learning across the school. This results in a cohesive whole-school approach to independent learning.
- Many staff have benefited from professional learning. They work together to establish what independent learning is, and that it meets pupils needs well.
- Staff have worked to develop learning environments that enable pupils to develop independence. They provide activities and resources that encourage pupils to experience, explore and express themselves effectively.
- In many classes, staff plan and deliver activities that have a suitable level of challenge for pupils. Many staff carefully observe pupils at work and this helps to inform their planning.
- Many teachers create authentic learning experiences that help pupils to confidently use their skills in meaningful ways. This includes allowing pupils to make choices on how they can express themselves and present their independent work.

The school's/PRU's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6802329>

Yours sincerely



Liz Miles

Assistant Director