



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on
Milton Junior School
Hendre Farm Drive
Ringland
Newport
NP19 9HB

Date of inspection: November 2010

by

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for

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Milton Junior School is situated on the edge of the inner-city area of Newport. The area has a high level of unemployment and is one of significant socio-economic disadvantage. 46% of pupils are entitled to free school meals (FSM); this is well above local and national averages. 27% of pupils have been identified as having additional learning needs (ALN) and 4 pupils have a statement of special educational needs (SEN).

At the time of the inspection 236 pupils attended the school. There are nine classes in the school. Children are taught in single age classes with the exceptions of a year 3 and 4 class and a mixed age class for pupils with ALN. All pupils come from homes where English is the predominant language. The majority of pupils are of White British background.

The 2011 individual school budget per pupil at Milton Junior School is £3,301 which compares with a maximum of £6,996 and a minimum of £2,612 for primary schools in Newport. The school has the 24th highest budget per pupil out of the 48 primary schools in Newport.

There is no significant change from when the school was last inspected in 2004. The head teacher was in post at the time of the last inspection.

Summary

The school's current performance	Excellent
The school's prospects for improvement	Excellent

Current performance

The school is excellent because:

- All pupils achieve excellent standards in relation to their starting points.
- All pupils by 11 years of age have made excellent progress in their learning.
- Nearly all teaching is good with consistent examples of excellent teaching in Year 6.
- Monitoring and tracking of pupils' progress and achievement by all teachers is excellent.
- All pupils feel valued and very well supported.

Prospects for improvement

The prospects for improvement are excellent because:

- Excellent progress has been made on the issues raised for attention identified in the previous inspection report.
- The school is exceptionally well led and has a clear and shared sense of purpose and direction.

Recommendations

Inspectors have made the following recommendations for improvement:

- R1 Continue to improve pupils' skills in bilingualism.
- R2 Ensure that all new governors fully develop their role.

What happens next?

The school will draw up an action plan which shows how the school is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?	Excellent
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Standards: Excellent

By 2009, results at 11 years of age were above national, local and family of schools averages. By 2010 the number of pupils achieving the expected level 4+ was 89% in English, 91% in mathematics and 89% in science. The results were significantly above local and national results. In 2010 the number of pupils achieving the higher level 5 in English, mathematics and science were above the family and national averages. This is a significant upward trend. When compared with similar schools on the basis of free school meals entitlement, the results in English, mathematics and science places the school in the top 25%. In 2010 boys outperformed girls in all core subjects (English, mathematics and science) at level 4 but a significant number of girls outperformed boys at the higher level 5. In 2010 end of year results show that of the pupils entitled to free school meals (54%), 63 % achieved level 4 in all core subjects. Pupils with ALN performed very well and the pupils from an ethnic minority background also achieved the expected level 4. Fischer Family Trust data for 2010 shows exceptional value added results.

All pupils make excellent progress in their learning from generally poor starting points. More able and talented pupils in Year 6 are making excellent progress in developing their investigative and independent skills. Pupils with ALN make excellent progress in relation to their ability.

Most pupils make excellent progress in the acquisition of skills in relation to their starting point. They apply their communication, numeracy and ICT skills very well in a wide variety of contexts and develop the necessary skills to equip them for the next stage of their education. Pupils work exceptionally well together to solve problems and learn from their mistakes.

By the end of key stage 2 (KS2), nearly all pupils' communication skills of reading, speaking and listening are very good. Nearly all pupils listen well, many speak confidently and by the time they leave, the majority of pupils read with confidence. Many pupils achieve very good standards in writing. They write independently at length with fluency and accuracy in a range of genres. By the end of Year 6, the presentation of most pupils' work is of an exceptional high standard.

Considering their linguistic background, the majority of pupils make good progress in gaining skills in the Welsh language. However, many do not always use Welsh outside the structured lessons. Pupils' awareness of the Welsh culture and heritage is developing very well.

Wellbeing: Excellent

All pupils feel safe and happy in school and their behaviour is excellent. Pupils regularly show respect and courtesy towards staff, visitors and each other. All pupils

understand the need to take exercise and to eat healthily. The majority of pupils are well motivated and have excellent attitudes to learning.

Pupils are provided with a variety of very good opportunities to take responsibility and make choices about what they want to learn. The school council is well established and makes positive contributions to developments at the school. Other pupil led committees make good contributions to the learning environment. This involvement develops pupils decision making skills very well.

Punctuality is good; attendance is adequate and averaged 91.3% prior to the inspection. The dip in attendance is as a result of the severe weather when the school chose to remain open .

Key Question 2: How good is provision?	Excellent
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Learning experiences: Good

The school provides a wide range of very good and stimulating learning experiences. The curriculum is broad, balanced and flexible enough to cater for the needs of all pupils. Teachers use their knowledge and expertise effectively to plan lessons. Very high quality collaborative planning includes opportunities for pupils to initiate and plan their own learning experiences.

Provision for communication, numeracy and ICT is very well planned and securely embedded into the experience of all pupils. There are very good opportunities for pupils to develop ICT skills across the curriculum. Planning for communication and numeracy skills is effective. The provision for the Welsh language and culture is good.

Education for sustainable development and global citizenship is very good. The school has achieved a second eco schools 'Green Flag' and phase two of the 'Healthy Schools' programme. Recycling activities are well established. Global citizenship is well promoted through a citizenship club and links with schools and settings in other countries.

Teaching: Excellent

The overall quality of teaching is always good and includes some examples of excellent practice. Overall, teachers make imaginative use of a wide range of very good teaching strategies. Lessons are very well planned, build very effectively on prior learning and make excellent provision for differentiation. Teachers have very good subject knowledge and expertise which is used effectively to introduce new concepts and ensure excellent progression in knowledge, skills and understanding. Classroom relationships are excellent. The shortcomings in teaching in a minority of lessons arise from minor interruptions due to withdrawal sessions but this is a timetabling issue which the school recognises.

The quality of assessment is excellent. Teachers ensure that pupils are aware of the learning intentions and provide very good oral feedback. Teachers mark pupils' work regularly and comment positively on pupils' achievement. Comments frequently

include guidance on how to improve and are linked to pupils' targets for improvement. Pupils' ability to assess their own work and that of their peers develops very well as they progress through the school.

The school has an excellent system for tracking and maintaining information on pupil progress. Use of this system is highly effective in ensuring that all pupils make excellent progress relative to their starting point. Systems to standardise teachers' judgements about pupil achievement are well developed. The quality of moderation across the school and the local cluster of schools are very good. Reports to parents are detailed and helpful.

Care, support and guidance: Excellent

The school provides an excellent environment for effective teaching and learning. Everyone is valued in this caring community. Excellent arrangements exist to support pupils' health and wellbeing as well as to encourage their involvement in their school, wider community and learning. Pupils are exceptionally well informed and use organisations such as Childline and they are very familiar with the Educational Welfare Officer. This is sector leading practice. Personal development, including their spiritual, moral, social and cultural development is effectively promoted through very well planned learning experiences.

Provision for pupils with additional learning needs is excellent. There are very good links with specialist external agencies. Clearly targeted and monitored support for groups of vulnerable pupils has resulted in significant improvement in attitudes, confidence and achievement and this is sector leading practice. Induction and transition programmes are excellent and meet the needs of different groups of pupils. Staff effectively diagnose learning difficulties early and ensure that these needs are fully met.

The school fully meets safeguarding regulations. Criminal records checks have been carried out for all. There are clear and effective procedures in place for child protection.

Learning environment: Good

The school is a fully inclusive community. It promotes equal opportunities well and emphasises this and the importance of valuing diversity in its daily life and work. All pupils responded positively when asked whether they were treated fairly and with respect.

The school has sufficient suitably qualified staff to deliver the curriculum very effectively. All classes have a good range of learning materials which are well matched to pupils' needs. Full use is made of relevant resources in the community to enhance the curriculum. The building and grounds are well maintained and used effectively to deliver a variety of learning experiences.

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

Leadership: Excellent

The headteacher and deputy headteacher have an excellent understanding of the needs of the school. All staff work exceptionally well as a team to develop excellent provision to raise standards at the school. All pupils and staff feel valued and all have very specific responsibilities to develop the school as an inclusive learning community. This effects the ethos of the school exceptionally well and is sector leading practice.

School improvement and raising standards is the strong focus of strategic planning. Teachers' planning of the curriculum and pupils' skills development provides excellent challenges in raising standards and promotes pupils' progress very well.

The school meets national and local priorities very well and has identified strategies to further develop the teaching and use of the Welsh language as a priority. The updated curriculum has been very well developed and is exceptionally well embedded in the school's schemes of work and planning.

Governors undertake their roles and responsibilities conscientiously and have a very strong interest in the day-to-day life of the school. They attend suitable training and many challenge the school in their role as critical friends.

Improving quality: Excellent

Self-evaluation procedures are excellent. The school uses a very wide range of evidence, including the views of others and an extensive wealth of data analysis to evaluate how well it is doing. This is sector leading practice. Actions are always clearly prioritised and clearly linked to the findings from the self evaluation. The innovative way in which the headteacher and staff use information from the tracking system of all pupils has a significant effect on how support is allocated and this in turn has a positive effect on the excellent standards achieved at the school. This is sector leading practice. The annual plan and self-evaluation analysis contains many elements of an outstanding plan for school improvement and is exceptionally detailed about how they measure the effect of actions taken on pupils' progress and achievement.

A very well established learning community in the school enables staff to share ideas, knowledge and expertise. Staff also learn from others outside the school through cluster meetings and initiatives. The physical education and school sports programme in particular is helping the levels of staff confidence and skills in physical education.

The progress that the school has made in relation to all the recommendations in the last inspection is excellent.

Partnership working: Good

Partnerships with parents, the community and others are good overall. Transition links are excellent. Transition plans agreed by the other schools enable older pupils to be prepared appropriately for the next stage in their education.

Visits into the community, and visitors from the community, make a positive contribution to enriching pupils' experiences. Pupils' understanding of other cultures is developed well through studying international links and other countries.

Resource management: Excellent

All teachers have excellent knowledge and expertise to deliver the curriculum to a very high standard. Support staff are deployed very well and work very effectively alongside the teachers in the classrooms and in withdrawal groups. Performance management systems are very well established.

Spending is very clearly linked to priorities in the school development plan and managers monitor and control spending to ensure that it remains within the budget.

The school gives excellent value for money in terms of pupils' outcomes and its use of funding.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Overall parents expressed a high level of satisfaction about the school. All say their children like being there and that they feel their children are safe at school. All think the school is well run and find the staff approachable if they have any questions or concerns. All feel they are kept well informed about their children's progress. One parent would appreciate more extra curricular activities for pupils in Year 3. The team did not agree with this statement.

Responses to learner questionnaires

Most learners feel that they are well supported in school especially having someone to talk to if they are worried or upset. Most feel they are doing well at school and many believe there are enough resources to enable them to learn well. 93% feel they know what to do and who to ask if they find the work hard. A minority of pupils feel that generally other pupils behave well although a few pupils do not behave well at playtimes. The team did not find any evidence to support this statement and all pupils behaved in an exemplary way. A majority of pupils feel that homework helps them improve on their work in school.

Appendix 2

The inspection team

Mrs Carolyn J Thomas	Reporting Inspector
Mrs Elizabeth Mayo	Team Inspector
Mr Dylan Jones	Lay Inspector
Mrs Yvonne Barker	Peer Inspector
Mr Peter Cornelious	School Nominee

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Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The four key stages cover the following year groups:

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