



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 Infants School
Hendre Farm Drive
Newport
NP19 9HB**

Date of inspection: November 2013

by

**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 Infants School is on the outskirts of Newport. There are 200 full time pupils on roll aged between four and seven years. They are organised into eight classes. The school also provides part time nursery facilities for 60 three and four-year olds.

The last inspection was in November 2007. The current headteacher took up her post in January 2002.

The school is in a designated 'Communities First' area. Forty-nine per cent of pupils are entitled to free school meals, which is significantly above the national average of around 19%.

English is the main language spoken at home by most pupils. No pupils speak Welsh as a first language. The school identifies that around 20% of pupils have an additional learning need, which is just below than the national average of 21.5%. A very few pupils have statements of special educational need.

There are currently no pupils who are looked after by the local authority.

The individual school budget per pupil for Milton Infants School in 2013-2014 means that the budget is £3,561 per pupil. The maximum per pupil in the primary schools in Newport is £9,457 and the minimum is £2,804. Milton Infants School is 19th out of the 48 primary schools in Newport in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is excellent because:

- most pupils make exceptional progress and achieve well above expectations during their time at the school;
- the standards of pupils' literacy and information and communication skills are very high;
- nearly all pupils are very well behaved and have an outstanding attitude towards learning;
- teaching is highly effective;
- the high level of care and very good working relationships between the staff and pupils have a positive impact on pupils' wellbeing and standards; and
- the school is a happy and inclusive community.

Prospects for improvement

The school's prospects for improvement are excellent because:

- senior managers and governors have a very clear vision for the school and there is a strong culture of high expectation and continuous improvement;
- leaders provide focused, robust and highly effective direction that results in excellent standards in teaching and learning;
- highly effective self-evaluation and improvement planning create a common and dynamic approach to school improvement; and
- the careful management of all resources helps to ensure excellent outcomes for pupils.

Recommendations

R1 Improve pupils' ability to apply their numeracy skills across all areas of learning

R2 Develop further, pupils' understanding of global citizenship

R3 Improve attendance

What happens next?

'The school will draw up an action plan which shows how it 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

Standards: Excellent

Many pupils enter the school with standards of skills that are significantly below those expected for their age, particularly in literacy and numeracy. Over time, most pupils make excellent progress from their starting points. The progress made by pupils with additional needs is an outstanding feature of the school. They make significant progress with their reading and writing and as a result can more readily access all areas of learning. This is impacting on raising standards.

Throughout the school, nearly all pupils listen very well and respect the views of others. Most speak confidently in a wide range of situations to staff, visitors and each other. They are able to sustain their concentration for appropriate lengths of time in lessons.

Many pupils use their writing skills successfully in all areas of learning. The quality and quantity of written work are consistently of a very high standard. Many pupils write effectively for a range of audiences using age appropriate vocabulary. They are able to write very well using a variety of genres with accurate sentence structure and spelling. Almost all pupils present their work neatly.

Nearly all pupils enjoy reading and listening to stories. Most pupils read appropriately for their age and ability and make good use of the names and sounds of letters to read unfamiliar words. Many pupils read with expression. They take good note of punctuation, which helps them to read for meaning. A minority of pupils talk confidently about books or authors they like, but most can retell a story well. Many older pupils can use an index or glossary successfully.

Most pupils have good standards of mathematical development. They use their number and measuring skills successfully in mathematics lessons but their data skills are less well developed. More able pupils solve written number problems well and apply their knowledge of fractions and different strategies for computation successfully. Few pupils use their numeracy skills well in other areas of learning or at a high enough level compared to their work in mathematics.

Pupils make excellent use of their information and communication technology (ICT) skills across a range of areas of learning. For example, older pupils use tablet computers to extend their oracy and writing skills when producing simple play scripts. The use of recordable microscopes in the outdoors enhances younger pupils thinking skills, as they act as detectives to solve the recorded clues.

Most pupils make good progress in Welsh lessons. Many pupils speak enthusiastically using a good range of vocabulary and respond to simple questions using familiar phrases and patterns. However, a minority of pupils do not use their Welsh language skills extensively outside of Welsh lessons. Pupils' reading and writing skills in Welsh are less well developed.

Compared to similar schools, in 2013, pupils' performance at the end of the Foundation Phase for the expected outcome 5 placed the school in the top 25% for language, literacy and communication and mathematical development, and in the upper 50% for personal and social development.

For the higher outcome 6, attainment placed the school in the upper 50% of similar schools for language, literacy and communication, and mathematical development and in the lower 50% of schools for personal and social development. In 2013, performance in language, literacy and communication and mathematical development was above the family average, but just below for personal and social development.

Wellbeing: Excellent

Nearly all pupils have a secure knowledge about what they need to eat to be healthy and they enjoy the opportunity to be active in school. They feel happy and safe in school and they are confident that any concerns are treated seriously and acted upon quickly and fairly.

From a young age, nearly all pupils develop the skills to work independently. As a result they are very motivated in lessons and demonstrate exceptional attitudes to learning. Their behaviour in class is exemplary and they show pride in their work. Most are aware of what they need to do to improve and they collaborate well with others. Pupils use "Architect's Plans" to make collaborative decisions about the content and direction of their role-play area. All pupils benefit from very strong and supportive working relationships with staff.

The school council, eco committee and helpwr heddiw enthusiastically undertake a variety of responsibilities. These include emptying recycling bins, ringing the bell and checking for healthy lunchboxes.

Pupils' attendance rates have improved over the last three years. However, the school's rates, at 92%, place it in the lower 50% compared to similar schools. This is mainly due to several bouts of illness that affected a significant minority of pupils. In 2012, the school was in the upper 50%. Most pupils arrive punctually for the start of the school day.

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

The school provides a broad and balanced curriculum that meets the needs of all pupils very well. Teachers plan lessons effectively so that they build progressively upon pupils' previous learning. The school provides a very good range of purposeful intervention programmes for pupils who need extra help with their learning.

Planning for the development of literacy skills across the curriculum is excellent and is a strength of the school. A wide range of innovative learning experiences for ICT link very well to all areas of learning. For example, the exceptional use of the

computer animation programme supports very effectively the development of pupils' high-quality extended writing. Teachers plan suitable cross-curricular opportunities for the development of numeracy skills, especially measures.

Provision for the development of Welsh language is good. The school effectively develops pupils' understanding of the history and culture of Wales such as visits to the Big Pit.

The school provides pupils with good opportunities to understand recycling and sustainability. For example, pupils grow their own vegetables. The eco council actively promotes its motto "Be a hero – waste zero". Pupils are beginning to develop an understanding of global citizenship by supporting fair trade within school.

Many pupils enthusiastically attend a wide range of extra-curricular activities including dance and a healthy eating club. These support the taught curriculum well.

Teaching: Excellent

Teaching is of a consistently high quality in nearly all classes. Excellent features are teachers' very high expectations and the outstanding levels of challenge for all pupils. Additionally, teachers ask a very good range of questions that consolidate pupils' learning superbly.

In nearly all lessons, teachers and learning support assistants have very good subject knowledge. They work together highly effectively to support pupils. Teachers plan and prepare engaging activities that meet the needs of nearly all pupils and build well on their previous learning. Nearly all lessons are imaginative with learning objectives identified clearly.

Most teachers mark pupils' work thoroughly. Comments are supportive and in the best examples help pupils to understand what they need to do to improve their work. Records of individual pupils' progress are clear and teachers use them very effectively to identify pupils in need of additional support. The use of peer marking is developing well.

The school uses an extensive range of assessment tools very effectively to track and predict pupil outcomes in detail and across a range of subjects. Staff use the information sensitively and extensively to provide appropriate support for every child. As a result, teachers know their pupils very well. This is strength of the school and helps pupils to make exceptional progress.

The school's reports to parents are detailed and informative and set out clear targets for improvement.

Care, support and guidance: Excellent

The school is a very inclusive and supportive community. As a result, almost all pupils exhibit exemplary behaviour. There are very effective arrangements in place to support pupils' health and wellbeing and their social, moral, cultural and spiritual development. This enables pupils to increase their confidence and self-esteem.

The school uses a suitable range of strategies to encourage attendance. These initiatives are beginning to have a positive impact on punctuality.

The school engages very successfully with a range of specialist services including the speech and language service and the school counselling service. These links enable the school to provide very effectively for pupils' specific needs.

Provision for pupils with additional learning needs is a strength of the school. The school identifies pupils' needs early through detailed and highly effective assessment procedures. Individual education plans contain a range of ambitious targets that enable nearly all pupils to make good and often exceptional progress in their learning. Members of the support staff deliver skilfully a range of outstanding intervention programmes that have a positive effect on pupil outcomes. The school monitors pupil progress against individual targets diligently and informs parents regularly about their child's progress.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school has the appropriate arrangements to promote healthy eating and drinking.

Learning environment: Good

The school is a very inclusive community with a common sense of shared purpose. The positive and welcoming environment encourages all pupils to support the mission statement "love learning, love life". All pupils receive equal access to all areas of the school's provision. There are suitable arrangements for recognising, respecting and celebrating diversity.

The school building and grounds provide a rich learning environment. Many classrooms are stimulating and colourful spaces where independent learning is encouraged and developed well. The outdoor areas are well resourced and utilised purposefully. Pupils' paintings and pictures enhance the learning environment and celebrate pupils' achievements. The wide range of good quality resources are well matched to meeting pupils' learning needs.

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

The headteacher and senior leadership team provide focussed, robust and highly effective leadership that results in excellent standards in teaching and learning. They have established a clear vision for the school based on a continuous drive to raise pupil outcomes and develop provision. All staff understand their roles and responsibilities thoroughly and the important part they play in moving the school forward.

Leaders have very high expectations of staff. They challenge staff regularly to develop their skills and maintain high standards. Staff model these expectations

extensively within their classroom practice. Performance management arrangements are thorough and support school improvement initiatives effectively.

The governing body fulfils its duties well. Members have a very good understanding of data and of how successfully the school is performing in relation to other schools and its family. They use this knowledge to challenge the school effectively about its performance.

The school meets national and local priorities highly-successfully. The school has made very good progress in improving pupils' literacy standards and in addressing the link between under-achievement and deprivation.

Improving quality: Excellent

Self-evaluation and improvement planning are a regular and highly effective part of the work of all staff resulting in significant progress for pupils and in addressing the gap between attainment and disadvantage.

High quality procedures for self-evaluation, including book reviews, learning walks, lesson observations and a rigorous attention to data, give everyone in the school a very clear and accurate picture of the school's strengths and areas for improvement. The innovative 'School Improvement' days allow all staff and governors to contribute effectively to self-evaluation. This practice is highly-effective in creating a common and dynamic approach to school improvement.

The school improvement plan builds systematically on evidence from self-evaluation and sets very clear strategic areas for improvement. It identifies costs, timescales and responsibilities effectively. Most success criteria are measurable and a majority relate clearly to improvements in pupil outcomes. Progress against the school improvement plan is monitored extensively on a regular basis and an end of year evaluation is used very effectively to evaluate the success of initiatives.

Partnership working: Good

The school has a beneficial range of partnerships that are having a good impact on pupils' standards and wellbeing.

The school has worked well with parents to develop programmes to support literacy and numeracy and to tackle disadvantage. The number of families involved in these projects is increasing, especially those who do not otherwise regularly visit the school. Parents value the advice and help they are receiving in supporting their children's learning. Subsequently, parents are more involved in the life of the school and pupils have shown better concentration and interest in lessons.

Good links with the adjacent pre-school playgroup help pupils to settle quickly into school routines. The school works well with health agencies attached to the playgroup to provide early intervention strategies for any pupils' health needs. A scheme to encourage pupils to clean their teeth properly has improved pupils' dental hygiene.

There are appropriate arrangements in place to support pupils as they transfer to the next stage of their education.

Resource management: Excellent

The school is a highly successful learning community. It deploys staff well and makes use of their skills and expertise effectively. Staff are supported well by efficient performance management and appraisal programmes linked consistently to a rigorous system of continuous professional development. They share good practice within the school and many teachers provide a range of outstanding support for other schools in ICT, Foundation Phase methodology, teaching and school effectiveness.

The school's involvement in a professional learning community on pupils' observational drawing is having a good impact on pupils' early mark making and writing skills.

Governors and school leaders monitor expenditure very well especially in evaluating the impact of initiatives. They use finances wisely to address school improvement and to provide the best possible resources for pupils.

In view of the excellent progress made by many pupils, the very high quality of teaching and the outstanding leadership, the school provides excellent value for money.

Appendix 1

Commentary on performance data

Many pupils enter the school with standards that are significantly below those of pupils of a similar age, particularly in literacy and numeracy. Over time, most pupils make excellent progress from their differing starting points as they move through the school. The progress made by pupils with additional needs is an outstanding feature of the school.

Compared to similar schools in 2013, pupils' performance at the end of the Foundation Phase for the expected outcome 5 placed the school in the top 25% for the Foundation Phase indicator, language, literacy and communication and mathematical development, and in the upper 50% for personal and social development. In 2013, performance at outcome 5 was above the Wales average. Standards over the last two years have been above the average for Wales in all areas of learning at outcome 5.

For the higher outcome 6, attainment placed the school in the upper 50% of similar schools for language, literacy, communication, and mathematical development and in the lower 50% of schools for personal and social development. This performance was generally above that of 2012, apart from in outcome 6 in mathematical development, which remained the same. In 2013, performance in language, literacy and communication and mathematical development was above the family average, but just below for personal and social development. At the higher outcome 6, the performance in 2013 of more able pupils improved on 2012 levels in language, literacy and communication, remained the same for mathematical development and was just below for personal and social development. However, the school performed below the national averages in all areas and significantly below in personal and social development.

Generally, girls outperform boys at the expected outcome 5 across all areas of learning and at the higher outcome 6 in language, literacy and communication and mathematical development. However, boys outperform girls at the higher outcome 6 in personal and social development.

Pupils entitled to free school meals perform less well than their peers.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	77	52 68%	23 30%	1 1%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	77	57 74%	18 23%	2 3%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	76	60 79%	16 21%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	77	64 83%	9 12%	1 1%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	77	38 49%	30 39%	2 3%	1 1%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	77	59 77%	16 21%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	77	59 77%	17 22%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	77	55 71%	19 25%	1 1%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	76	56 74%	14 18%	3 4%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	77	54 70%	20 26%	0 0%	0 0%	3	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	77	58 75%	17 22%	0 0%	0 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
My child receives appropriate additional support in relation to any particular individual needs'.	75	54 72%	17 23%	0 0%	0 0%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	76	50 66%	20 26%	4 5%	0 0%	2	Rwy'n cael gwybodaeth gyson am gynydd fy mhentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	77	51 66%	22 29%	2 3%	2 3%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	75	48 64%	21 28%	3 4%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	75	55 73%	19 25%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	75	47 63%	16 21%	3 4%	0 0%	9	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	76	46 61%	20 26%	5 7%	3 4%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	76	54 71%	17 22%	3 4%	1 1%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Mrs Susan Davies	Reporting Inspector
Mr Richard Hawkley	Team Inspector
Mrs Deirdre Mary Emberson	Lay Inspector
Miss Helen Kay Lester	Peer Inspector
Mrs Susan Wilson	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.