



# Milton Road Primary School

## Inspection Report

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**Unique Reference Number** 133930  
**LEA** CAMBRIDGESHIRE LEA  
**Inspection number** 282391  
**Inspection dates** 20 June 2006 to 21 June 2006  
**Reporting inspector** Mrs. Joyce Cox AI

This inspection was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	Ascham Road
<b>School category</b>	Community		CB4 2BD
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01223 712333
<b>Number on roll</b>	470	<b>Fax number</b>	01223 712119
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.Greg Brown
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs. Sue Romero

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is a large school and pupils come from a wide range of backgrounds. Just under a quarter of the pupils are from minority ethnic families, 28 different languages are spoken in school. This is above average and a higher than normal proportion of pupils speak English as an additional language. A large proportion of the pupils come from families with higher education and academic backgrounds. A slightly above average proportion have learning difficulties or disabilities, a significant percentage with autism or specific learning difficulties. A minority are from out of the catchment area and have complex backgrounds. Children's attainment on entry to the Reception classes is above that typical for their age. In September 2004 Milton Road Infant and Junior schools amalgamated. On June 8, 2006 the primary school moved to a new building. In 2004-5, the new primary school received many awards including Investor in People and Health Promoting School.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 1**

The school judges itself to be an outstanding school and inspectors agree, especially in terms of the exceptionally high standards pupils attain at the end of Year 6. Pupils' achievement is outstanding in most respects. Writing standards are not quite as high as those in reading, mathematics and science and the school correctly identifies this as an on-going area to improve. Although there is some variation throughout the school, the overall quality of teaching and learning is good, some is outstanding. Senior leaders' mainly accurate evaluation of the school's work have identified where improvements should be made in teaching and learning. For example, an important element to improve is the difference in the way that teachers mark pupils' work. The excellent curriculum is exciting and considerably enriched by an outstanding variety of extra-curricular activities. Most parents think the school is effective, although a significant minority of parents have concerns regarding the variation in the quality of teaching and would welcome more information about their children's progress. Pupils' personal development is outstanding because of the excellent provision to ensure their well-being. Children in the Reception classes get off to an excellent start in their education and attain high standards on entry to Year 1. The school runs smoothly and pupils say they feel very well prepared for the next stage in their education. The headteacher is an effective leader and governors provide good support and challenge. Staff with management and subject responsibilities are aware of the important role they all play in school improvement. However, the monitoring of teaching and learning is not yet sufficiently rigorous to raise their quality further and improve pupils' achievement. Standards are higher in the 2006 assessments and tests than they were in 2005, leaving the school exceptionally well placed to make even further progress. The school provides excellent value for money.

### **What the school should do to improve further**

- Continue improving standards in writing, for example, by making sure that pupils are clear about how to improve their work.
- Develop more robust systems to monitor teaching and learning to raise the quality of teaching to the level of the best.

## **Achievement and standards**

### **Grade: 1**

Children make outstanding progress in the Reception classes because of an excellent curriculum and high quality teaching. All children attain high standards on entry to Year 1. By the end of Year 2 the pupils' have achieved well and they reach high standards. At the age of 11 standards are exceptionally high in mathematics' science and reading and above average in writing. The school sets challenging targets for Year 6 pupils to attain in national tests in 2005 and pupils achieved exceptionally well, exceeding these expectations, particularly at the higher Level 5. Writing standards are improving and the school has introduced many successful strategies to accelerate pupils' progress. Pupils with learning difficulties and disabilities make very good

progress as they are quickly identified and receive very good support from the inclusion manager, teachers and support staff. Pupils from minority ethnic backgrounds and those at an early stage of learning English make very good progress overall and exceptionally good progress in acquiring spoken English.

## **Personal development and well-being**

### **Grade: 1**

An emphasis on promoting the children's social awareness and understanding in the Reception classes leads to the development of confident, friendly and courteous young people throughout the school. Staff have high expectations of their pupils and in most classes this leads to excellent behaviour. Pupils joining the school quickly benefit from this outstanding feature of the school. However, in Year 5 there are a few boys, new to the school, whose behaviour does not meet these high standards. Most pupils are confident in expressing their views, both informally and in the effective school council, and this has resulted in the initiation of school improvements such as the introduction of a 'buddy' system in the playground. Older pupils have the opportunity to assume responsibility in additional ways, such as running activities at lunchtimes for younger pupils. Pupils undergo a selection procedure for school council and club organisation, and this is excellent preparation for later life. The excellent school catering service is one of a number of factors influencing the pupils' excellent appreciation of how to stay fit and healthy. Pupils say they feel very safe and happy at school. Spiritual, moral, social and cultural development is strong, with music, in particular, contributing greatly to the pupils' personal development.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are very good and occasionally outstanding. In the Reception classes the excellent teaching is skilfully focused on meeting the needs of individual children and promotes learning through carefully chosen practical activities, both indoors and out. Where teachers have good subject knowledge, are enthusiastic about the subject, and have lesson plans that provide challenge for all pupils, the pupils make excellent progress. This was seen during the inspection, for example, in outstanding information and communication technology (ICT) and music lessons. The quality of teaching across the school is, however, inconsistent and in a minority of lessons teachers are not able to keep pupils interested and involved. This sometimes leads to a few pupils losing concentration and not making the progress they should. There is effective support and very good teaching for pupils with learning difficulties and those who speak English as an additional language. Teaching is enhanced by high quality support provided by external agencies, such as the Cambridge Race Equality and Diversity service. The quality of marking in pupils' books is variable, and does not always provide sufficient information to help pupils understand what they are doing well and how they could improve their work.

## **Curriculum and other activities**

### **Grade: 1**

The school's excellent curriculum is supported by some outstanding features, for example, the enrichment activities that are offered both during and after the school day. Many parents write in appreciation and praise of the outstanding range of extra-curricular activities provided by the school. More than thirty different activities are open to pupils, and most pupils attend at least one each week. The comprehensive range includes French, computer, cultural activities and numerous sports and musical opportunities. These, together with a very good number of visits and visitors and special creative weeks, enrich pupils' learning and have a very positive impact on their personal and social skills. The school has skilfully devised exciting and interesting links between subjects, which enable teachers to develop pupils' skills in a range of contexts. Many teachers are becoming increasingly skilled at using ICT to enliven lessons. The curriculum makes excellent provision for pupils' personal and social development, guiding them towards being safe and healthy and to making a good contribution to the community.

## **Care, guidance and support**

### **Grade: 1**

The school takes the care and welfare of pupils very seriously and the excellent systems and procedures in place lead to outstanding personal development. There is a high priority on pupils' personal well-being and a very clear emphasis on caring for and developing each pupil. This also encourages pupils to care for and support each other. Pupils new to the school say they feel particularly well supported. Through the systems it has in place, the school actively promotes pupils' personal development as well as their academic achievement. Pupils say they feel very safe and secure in school and know that they will be listened to if they are worried or are having problems. Pupils are well supported by other initiatives such as the focus on eating healthy foods, including the exemplary provision for school lunches, and the many good opportunities the school makes for regular, vigorous exercise. Pupils' performance is tracked and monitored well and the careful analysis of tests and assessments provide challenging targets for improvement.

## **Leadership and management**

### **Grade: 2**

The headteacher provides very good leadership. She is clear about what needs to be done to continue improvements and to provide the very best for the pupils. A significant success has been in the challenge of amalgamating the two schools and the very recent move into a new building. These have been handled exceptionally well. Good relationships and a supportive atmosphere encourage high expectations. This can be seen in the continued improvements to standards. The school is well supported by a knowledgeable governing body that is developing systems to enable it to gather more of the information it needs for itself. The school has an excellent capacity to improve.

Staff with additional management roles carry these out well and continue to improve their skills through further training to the benefit of the whole school. They do, however, have the capacity to improve further, for example, in their role in monitoring the work of the school. Here, procedures are not sufficiently robust to raise the quality of teaching overall to that of the best. There is also the need for a clear plan as to when different elements of monitoring are to happen to support this drive for continued improvement. The school's development plan identifies the right priorities and shows the school's self-evaluation is generally accurate. Performance management targets are linked closely to the school's improvement plan. This is ensuring that staff develop their individual skills as well as bringing overall improvements to the school. Parents' views are sought and they are kept informed through newsletters and email, however, a significant minority feel their views are not sufficiently taken into account. The views of pupils expressed through the school council are given good consideration.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

We enjoyed our visit to your spectacular new school. We discovered a great deal about your school by talking to you and watching you learn. Included below is what we liked about your school and how we thought it could get even better. - You made us all feel very welcome and greeted us with a smile. - We think you are lucky to go to such an excellent school. - You enjoy school because you love learning and feel safe and happy there. - You told us how much you like your new school and many of you mentioned how much you enjoyed the excellent school lunches. - You all get on exceptionally well together and you work very hard. - You are good learners and reach very high standards in tests at the end of Year 6. - Children in the Reception classes have an excellent start to their education. Your headteacher and all the other staff run the school well. What we have asked the school to do now to make it even better is: - To carry on making sure you do as well in writing as you do in reading, mathematics and science. - To make sure you know exactly how to make your work even better. - To help all teachers to teach excellent lessons. We wish you all the very best in the future.