

Inspection of a good school: Milton Road Primary School

Ascham Road, Cambridge, Cambridgeshire CB4 2BD

Inspection dates:

21 and 22 May 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils thrive in this nurturing school, which provides them with excellent pastoral care. As well as the support pupils receive from staff, they also benefit from the care they receive from each other. Older 'buddies' support the younger pupils in a variety of ways. They read with them and attend their 'expert showcase' to support them. Here, younger pupils proudly show off what they have learned.

The school's high expectations for pupils are embedded into all areas of school life. Pupils thrive in the classroom as they successfully complete the ambitious activities that teachers provide for them. Adults continually support pupils to achieve highly in all areas. Pupils demonstrate a deep love of learning. They consistently display high standards of behaviour and resilience as they tackle challenging work.

There is a strong focus on developing pupils' personal responsibility. Pupils care for the environment. They respect and care for their physical space, which is well designed to enhance their well-being and learning. Pupils love being outdoors and developing a range of skills through the outdoor learning curriculum. They build bug hotels in science and grow vegetables in the 'Pod' areas outside their classrooms. They also enjoy playing musical instruments outside, surrounded by nature.

What does the school do well and what does it need to do better?

The school has developed an ambitious curriculum that expertly utilises the local area as a starting point to develop pupils' learning. Subject leaders are experts in their area. They further develop their expertise by engaging well with relevant experts and appropriate training.

Skilled subject leaders provide teachers with regular high-quality training. This enables them to deliver the curriculum exceptionally well for all pupils. Many pupils join from high starting points. Teachers take this into account when they plan lessons. They present new information in a manner that enthuses and engages all pupils. Teachers continually check whether pupils have understood the work. They use questioning effectively, to tease out any potential misunderstandings. They then address any issues promptly. Teachers use a range of effective strategies to deepen pupils' understanding. This includes, but is not limited to, class discussions and regular opportunities for independent work.

Subsequently, pupils achieve highly and are very well prepared for their next stage of learning.

From Reception, the curriculum has clearly defined the knowledge and skills that pupils need to acquire by certain points in time. The school uses a range of ways to check whether pupils have met the ambition of the curriculum. Teachers use the results from end of topic checks to adapt their teaching where necessary. This ensures that pupils have a secure foundation, which they build on to make excellent progress throughout the curriculum.

The early reading curriculum is well embedded. Teachers receive appropriate training to allow them to deliver the phonics programme effectively. From Reception, pupils enjoy learning the skills and knowledge they need to become fluent readers. Reading is an integral part of school life and pupils speak enthusiastically about their books and the reading they enjoy.

The school has a relatively small, but increasing, number of pupils with special educational needs and/or disabilities (SEND). These pupils are identified quickly and benefit from high-quality teaching and activities that are well matched to their needs. Pupils with SEND progress well from their different starting points.

Starting in Reception, pupils are quickly taught routines and appropriate behaviours. Teachers expect high levels of engagement. Pupils meet these high expectations because they are so consistently embedded within the school culture. They enjoy the serene environment in which they learn. They like that they can work hard without being distracted. Pupils are proud of what they know and support each other to achieve highly. This is an environment where success is celebrated.

Attendance is high and pupils enjoy coming to school. A small percentage of disadvantaged pupils do not attend as frequently as their peers. The school is working closely with families to help these pupils attend regularly.

Enriching pupils' personal development is a priority of the school and something at which they excel. Exciting trips and visits, which are highly relevant to what pupils are learning, are carefully planned into the curriculum. All pupils are included, and they talk animatedly about these shared experiences. A recent science trip to the Genome Campus deepened pupils' understanding of careers in science as well as their knowledge of DNA.

The governors have an excellent understanding of the school context and community. They provide expert challenge and support to leaders, which helps to ensure continued school improvement.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	133930
Local authority	Cambridgeshire
Inspection number	10345286
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	418
Appropriate authority	The governing body
Chair of governing body	Richard Wielechowski
Headteacher	Rachel Snape
Website	www.miltonroadschool.org.uk
Dates of previous inspection	22 and 23 May 2019, under section 5 of the Education Act 2005

Information about this school

- A new headteacher was appointed in 2020.
- The school does not currently use any alternative provision.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.
- The inspector carried out deep dives in these subjects: English, history and science. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also met with the mathematics leader and held a discussion about the mathematics curriculum, reviewed pupils' mathematics books and spoke to a sample of pupils about their learning.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector met with governors and reviewed documentation relating to school improvement.
- The inspector reviewed attendance records and observed pupils' behaviour around the school site.
- The inspector met with leaders to discuss the school's approach to the curriculum and pupils' personal development.
- The inspector met with groups of pupils from different years, to hear their views about school.
- The inspector considered responses to the online parent survey, Ofsted Parent View, including free-text comments. They also reviewed responses to Ofsted's staff survey. There were no responses to Ofsted's pupil survey.

Inspection team

Bessie Owen, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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