



Milton Road Primary School Improvement Plan May 2025-2026

Priorities	Objectives	Ofsted Statements	Who	When	Monitoring	Evaluation/Impact
<p>1. Embed the school ethos, pedagogy and practice further</p>	<p>1.1 Joint Professional Development is in place for all staff to ensure the school ethos, values, culture and aims are understood and the importance of the school's relational approach including CREW, which supports in the realisation of the school's vision and outcomes for pupils.</p> <p>1.2 Continue to engage with a wide range of research to ensure that our pedagogy is research and best practice informed.</p>	<p>Ethos Inspectors will explore how governors/trustees carry out their functions. For example, the clarity of the school's vision, ethos and strategic direction will have a significant impact on the decisions that leaders make about the curriculum. Inspectors will consider whether the work of the board of governors or the board of trustees in this respect is supporting the school to provide a high-quality education for its pupils.</p>	<p>Rae Snape Senior leaders All CREW</p>	<p>September training day onwards Friday Briefings Teacher Meetings</p>	<p>SLT Meetings Observations HT Report to Governors</p>	
<p>2 Embed the Cambridge Connected Curriculum further</p>	<p>2.2 Joint Professional Development is in place for all staff to ensure they understand the aims and holistic design of the Cambridge Connected Curriculum as well as the ethos and culture of the school, and the importance of CREW, which supports in the realisation of the school's vision.</p> <p>2.3 Subject Champions continue to develop their subjects so that through the statutory national curriculum subjects and non-statutory provision, the school's rounded curriculum balances character education and personal development, (South) with creative and social education (East), academic rigour and cultural capital (West) and sustainability and ecology, and pupil voice, choice, agency and change making. (North)</p> <p>2.4 Subject Champions review the planning to include stories, people, places and trailblazers in</p>	<p>Curriculum Inspectors will assess any school's curriculum favourably when leaders have built or adopted a curriculum with appropriate coverage, content, structure and sequencing and implemented it effectively.</p> <p>If leaders are able to show that they have thought carefully, that they have built a curriculum with appropriate coverage, content, structure and sequencing, and that it has been implemented effectively, and that the curriculum does not leave some pupils behind, then inspectors will assess the school's curriculum favourably. Inspectors will also bear in mind that developing and embedding an effective curriculum takes time and that the school may only be part-way through the process of adopting or redeveloping a curriculum.</p> <p>Inspectors will consider the knowledge and skills that pupils will gain at each stage through the school's curriculum ('intent'). They will look at the scope of the curriculum, including how carefully the leaders responsible for the curriculum in the school have thought about what end points the curriculum is building towards.</p>	<p>Rae Snape Senior leaders Teachers All CREW</p>	<p>September training day onwards Friday Briefings Teacher Meetings</p>	<p>SLT Meetings Observations HT Report to Governors</p>	

	<p>Cambridge and Greater Cambridge to strengthen children’s knowledge and skills as well as their sense of belonging, identity and connection and participation in the future of the City where they live.</p> <p>2.5 Subject Champions continue to develop partnerships with e.g. Curriculum Champions from within our own school community and with organisations e.g. The Science Centre, Cambridge Literary Festival, Cambridge Citizens UK and Form The Future to help realise the Cambridge Connected Curriculum and to offer the children insights into cultural, political, environmental, technical, vocational and careers opportunities.</p> <p>2.6 Printed maps are reprinted which communicate the curriculum aims and the “Learning Journey” and Digital Badges are awarded to pupils as they complete each “learning quest.”</p> <p>2.7 Staff and children receive training on SeeSaw, so that they can independently upload examples of work that they are proud of in order to create an ongoing on-line learning portfolio.</p> <p>2.8 An evaluation takes place with the pupils in the Summer Term 2026 to find out how well the children understand and feel connected to the brad aims of the Cambridge Connected Curriculum</p>	<p>The way teaching supports pupils to learn the curriculum, the standards that pupils achieve, pupils’ behaviour and attitudes, and pupils’ personal development</p> <p>A school’s curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. It enables the school to evaluate pupils’ knowledge and skills against those expectations</p> <p>Extent to which the curriculum goes beyond the academic, vocational or technical. Skills & Knowledge</p> <p>Inspectors will consider the outcomes that pupils achieve as a result of the education they have received (we call this the ‘impact’). This will include their view of how pupils are progressing through the curriculum, and their view on schemes of work or other long-term planning (in whatever form they are normally used).</p> <p>The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>				
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<p>3. English Reading Writing & Oracy</p>	<p>3.1 Continue to prioritise the teaching of Phonics and Early Reading</p> <p>3.2 Continue to participate in the CLPE partnership including training and use of resources.</p> <p>3.3 Continue to promote a Reading for Pleasure culture and incorporating events such as Empathy Day, partnerships with Cambridge Literary Festival and author engagement.</p> <p>3.4 Align English lessons with the Cambridge Connected Curriculum e.g. using local authors for ERIC / English focus texts</p> <p>3.5 Trailblazers – who are we focussing on each year? Link to Cambridge Connected Curriculum, putting faces to topics and narratives?</p> <p>3.6 Ensure there is consistency in the editing process throughout the school – approach / culture to include e.g. posters and other tools</p> <p>3.7 Ensure there is a consistent approach to moderation across the school</p> <p>3.8 Joint Professional Development is in place throughout the year for all staff to ensure there is shared understanding of the importance of Oracy in the Curriculum.</p> <p>3.9 Ensure there is both a “taught and caught” approach to improving Oracy.</p> <p>3.10A programme of study is provided for every year group e.g. based on School 21 resources. Possibly also Mrs Wordsmith resources for each class to develop vocabulary.</p> <p>3.11Crew time and dialogic practice also helps to improve children’s Oracy.</p>	<p>Reading & Writing</p> <p>The school is determined that every pupil will learn to read, regardless of background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations – End of Year Assessments</p> <p>Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils’ vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction</p> <p>The school’s phonics programme matches or exceeds the expectations of the national curriculum and the EYFS early learning goals. The school has clear expectations of pupils’ phonics progress term by term, particularly from Reception to Year 2</p> <p>The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school’s phonics programme.</p> <p>Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme–phoneme correspondences they know, both at school and at home</p> <p>Reading, including the teaching of systematic synthetic phonics, is taught from the beginning of Reception The ongoing assessment of pupils’ phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme’s pace. If they do fall behind, targeted support is given immediately The school has developed sufficient expertise in the teaching of phonics and reading. Attention will be paid to pupils who most need to improve their reading (lowest 20%) to assess how well school is teaching phonics and supporting all children to become confident, fluent readers. Sequence of reading books shows a cumulative progression in phonics knowledge matched closely to the phonics programme. Staff develop children’s love of reading</p>	<p>Renee Etienne Senior leaders Teachers All CREW</p>	<p>September training day onwards Teacher Meetings</p>	<p>SLT Meetings Observations HT Report to Governors</p>	
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		through reading aloud and telling stories and rhymes. Reading is prioritised to allow pupils to access the full curriculum offer. Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.				
4. Maths	<p>4.1 Continue to ensure that teachers and TAs receive high levels of training and support in Maths No Problem and White Rose</p> <p>4.2 Continue to monitor the progress of all pupils including SEND and PP pupils.</p> <p>4.3 Building on the consistency of our maths programme undertake observations to explore whether the whole class approach meets the needs of all pupils</p> <p>4.4 Based on observation consider whether the school should introduce more focused interventions /support groups/GD groups akin to Phonics Groupings</p> <p>4.5 Ensure that times tables are well-integrated into the curriculum before Year 4, and onwards.</p> <p>4.6 Participate in trails- Y2 Family Learning, pupils and parents Summer term 2025 and EYFS in October/November 2025 onwards. These are both research informed (EEF) programmes</p>	<p>Mathematics</p> <p>Inspectors will consider what steps the school has taken to ensure that: pupils understand and remember the mathematical knowledge, concepts and procedures appropriate for their starting points, including knowledge of efficient algorithms.</p> <p>The school's curriculum planning for mathematics carefully sequences knowledge, concepts and procedures to build mathematical knowledge and skills systematically and, over time, the curriculum draws connections across different ways of looking at mathematical ideas</p> <p>The curriculum divides new material into manageable steps lesson by lesson</p> <p>The school's curriculum identifies opportunities when mathematical reasoning and solving problems will allow pupils to make useful connections between identified mathematical ideas or to anticipate practical problems they are likely to encounter in adult life. Pupils have sufficient understanding of, and unconscious competence in, prerequisite mathematical knowledge, concepts and procedures that are necessary to succeed in the specific tasks set</p> <p>Within the curriculum, there are sufficient opportunities planned to revisit previously learned knowledge, concepts and procedures; this is to ensure that, once learned, mathematical knowledge becomes deeply embedded in pupils' memories. This then allows rapid and accurate recall and frees pupils' attention so they can work with increasing independence, apply their mathematical knowledge to more complex concepts, procedures and opportunities for problem-solving, and gain enjoyment through a growing self-confidence in their ability</p> <p>There is flexibility in curriculum planning so that the school can address identified gaps in</p>	Gareth Williams Jenny Williman Senior leaders Teachers All CREW	September training day onwards Teacher Meetings	SLT Meetings Observations HT Report to Governors	

		<p>pupils' mathematical knowledge that hinder their capacity to learn and apply new content. Those pupils behind age-related expectations are provided with the opportunities to learn the mathematical knowledge and skills necessary to catch up with their peers</p> <p>There are objective assessments that can identify when all pupils have gained the intended understanding and unconscious competence in knowledge, concepts and procedures necessary before they move on to new or more complex content</p> <p>teaching models new procedures and uses resources and approaches that enable pupils to understand the mathematics they are learning</p> <p>All teachers of mathematics, including non-specialist teachers of mathematics, have sufficient mathematical and teaching content knowledge to deliver topics effectively</p> <p>Pupils' mathematical knowledge is developed and used, where appropriate, across the curriculum</p>				
<p>5. Assessment & Subject Champions</p>	<p>5.1 Standards in Reading, writing Maths are monitored closely in the school through a suite of assessment tools including PIRA, Phonics tests, Writing Moderation.</p> <p>5.2 Data is put onto Insight and analysed so that children who are falling behind receive appropriate interventions.</p> <p>5.3 Teachers have protected teacher meeting time to analyse cohort data with the English lead and Maths lead present to support actions moving forwards. Teachers choose focus children and their data will be revisited during future termly meetings</p> <p>5.4 Staff have access to high quality exemplars for writing materials and visualisers to demonstrate the standard that the children should</p>	<p>Assessment</p> <p>Inspectors will consider how the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (we call this 'implementation').</p> <p>This includes the use of assessment to check pupils' understanding of what the curriculum intent says they should know, and to identify and correct misunderstandings and inform teaching. It also includes whether teachers either have expert knowledge of the subjects that they teach, or are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.</p> <p>The extent to which teachers use assessment to check pupils' understanding to inform teaching, and to help pupils embed key concepts, use knowledge fluently and develop their understanding, and not simply memorise disconnected facts</p> <p>consider the most important knowledge or</p>	<p>Matthew Webster Senior leaders Teachers All CREW</p>	<p>September training day onwards Teacher Meetings</p>	<p>SLT Meetings Observations HT Report to Governors</p>	

	<p>be reaching. Exemplification materials saved on staff share server and disseminated during termly SLT meetings and whole school moderations. Focus Education resources EL</p> <p>5.5 Teachers make use of the phase 2 checklists to make marking precise and actionable</p> <p>5.6 Moderation and Evaluation takes place at half termly SLT meetings and teacher meetings.</p> <p>5.7 Evaluate Summer term assessment and using this data to set targets.</p> <p>5.8 Look forensically at Insight and see how it can help you identify key pupils and their next steps.</p> <p>5.9 Looking at data to identify a 'weaker' area to focus on – whether this is a particular subject as a whole, or an area such as writing for example.</p> <p>5.105.4 Support Class teacher and Subject Champions to engage forensically in the data, setting Teacher Meetings time to do this.</p>	<p>concepts that pupils need to know and focus on these, and prioritise feedback, retrieval practice and assessment</p> <p>there are objective assessments that can identify when all pupils have gained the intended understanding and unconscious competence in knowledge, concepts and procedures necessary before they move on to new or more complex content</p>				
<p>6. EYFS</p>	<p>6.1 Nursery visits and meetings with parents take place at the start of term, to ensure that the provision for the children is matched well to meet the children's interests and starting points.</p> <p>6.2 Training and CPD is in place for the EYFS Leader who cascades this to other members of the EYFS team and Key Stage 1 team, including Assistant Teachers. Training will include effective delivery of Little Wandle phonics programme.</p> <p>6.3 Pupils are taught the basics well from the start, these basics include speaking and listening, rhymes, songs, the beginning of reading</p>	<p>Early Years Foundation Stage</p> <p>The school's phonics programme matches or exceeds the expectations of the national curriculum and the EYFS early learning goals. The school has clear expectations of pupils' phonics progress term by term, particularly from Reception to Year 2</p> <p>How well leaders ensure that the EYFS curriculum is coherently sequenced to meet all children's needs and starting points</p> <p>How well children's learning and development are shared with parents as required by the EYFS, and the extent to which parents are supported to help their child to learn</p> <p>Leaders assure themselves that the aims of the EYFS are met and it is appropriately</p>	<p>Niki Turpin Senior leaders Teachers All CREW</p>	<p>September training day onwards Teacher Meetings</p>	<p>SLT Meetings Observations HT Report to Governors</p>	

	<p>and writing (phonological knowledge), use of numbers and good social skills. These are crucial for children's success throughout their education and beyond.</p> <p>6.4 Staff receive regular ongoing training, including through weekly EYFS briefings on extending thinking and speaking. Songs, poems, rhymes, educational visits and visitors, and imaginative play will also be prioritized in the EYFS curriculum.</p> <p>6.5 Daily phonics and catch-up phonics will be delivered to groups and individuals.</p> <p>6.6 The EYFS classroom organisation promotes reading for pleasure and early mark making in addition to a range of other activities to ensure all children meet the early learning goals.</p> <p>6.7 A number of Family Learning events for EYFS families take place throughout the year, including "How to Support Your Child's Speaking, Reading and Counting at Home."</p> <p>6.8 The EYFS Baseline is taken and the information is used to help formulate curriculum planning. Ongoing assessments including phonics checking help to monitor evaluate and review the children's progress. This data is evaluated to inform planning and to identify any interventions that could be introduced. Evaluation of EYFS data takes place at half-termly SLT meetings.</p> <p>6.9 There is a focus on SEND and Pupil Premium children in the EYFS. Teachers know which children require additional support and due focus is given so that learning gaps</p>	<p>ambitious for the children it serves. Staff ensure the content, sequencing and progression in the 7 areas of learning are secured</p> <p>The content of the EYFS curriculum is taught in a logical progression, systematically and in a way that is explained effectively, so that it gives children the necessary foundations for the rest of their schooling</p> <p>Children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS Leaders assure themselves that the aims of the EYFS are met and that it is appropriately ambitious for the children it serves. Staff ensure that the content, sequencing and progression in the 7 areas of learning are secured Children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including details about the school's method of teaching reading and how to help their children learn to read. Children develop detailed knowledge and skills across the 7 areas of learning in an age-</p>				
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	<p>may be identified and closed.</p> <p>6.10 EYFS nutrition guidance has been looked at and EYFS lead working alongside 'Lunchtime company' to ensure that the school lunches align with the expectations outlines within the nutrition guidance.</p> <p>6.11 New requirements to ensure safer eating. Having a paediatric first aid trained staff present at all mealtimes, both lunch and snack time. 6 members of staff have completed 12 hours paediatric first aid training to ensure that from September this requirement can be met.</p> <p>6.12 Distribute the Being ready for reception booklet with parents/carers of 2025 cohort.</p>	<p>appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.</p> <p>Extent to which leaders and other staff plan, design and implement the early years curriculum</p> <p>Extent to which the curriculum meets the needs of the range of children particularly any children with SEND</p> <p>Progress all children make in their learning and development relative to starting points and their readiness for the next stage of their education.</p> <p>Children's personal, social and emotional development, including whether they feel safe and are secure, stimulated and happy</p>				
<p>7. SEND and Pupil Premium</p>	<p>7.1 Training and CPD is in place for the Assistant Head who cascades this to ensure all teaching staff understand the barriers that some children can face and have a range of strategies to adapt the curriculum provision so that children can better access the learning.</p> <p>7.2 The school uses a range of assessment tools to monitor, evaluate and review the children's progress. Data is put onto Insight and analysed, so that interventions can be put in place for pupils needing additional support. Evaluation takes place at half-termly SLT meetings.</p> <p>7.3 There is a focus on SEND and Pupil Premium children. Teachers know which children require additional support and due focus is given so</p>	<p>SEND and Pupil Premium</p> <p>The curriculum is ambitious and designed to give pupils, particularly disadvantaged pupils (including pupils with SEND) the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life</p> <p>Children including those from disadvantaged background, do well. Children with SEND achieve the best possible outcomes</p> <p>How well the school includes disadvantaged children (including those with SEND) in all aspects of school life</p> <p>How leaders and governors have spent the funding, their rationale for this spending and its intended impact on the learning and progress of disadvantaged pupils (including those with SEND).</p> <p>Ensuring that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND code of practice.</p>	<p>Ali Hall Senior leaders Teachers All CREW</p>	<p>September training day onwards Teacher Meetings</p>	<p>SLT Meetings Observations HT Report to Governors</p>	

	<p>that learning gaps may be identified and closed.</p> <p>7.4 The Assistant Head holds Termly Pupil Progress meetings with Teachers to focus on the progress of SEND and Pupil Premium pupils so that resources can be deployed in line with need.</p> <p>7.5 The AHT works closely with Parents. Regular meetings are held for SEND pupils. Reports to parents including Termly Reports, Individual Plans and Educational Health Care Plans clarify individual pupil targets and also suggest ways that parents can support their child at home, in line with the "Parent Pledge".</p>	<p>The extent to which pupils, particularly those who are disadvantaged (including those with SEND): are able to read, write and use mathematical knowledge, ideas and operations to an age-appropriate level and fluency so that they are able to access a broad and balanced curriculum</p>				
<p>8. Digital Technology & AI</p>	<p>8.1 Review and improve ICT equipment provision across the school.</p> <p>8.2 Use of CENTURY Tech for Homework and assessment</p> <p>8.3 Explore safe and secure opportunities for staff to use AI and report on this to the Governing Body</p> <p>8.4 Continue to provide opportunities for the children to learn about coding, AI, and their online presence and to ensure that children know how to use this technology safely.</p>	<p>Remote Learning and AI</p> <p>If remote education is in place, schools should ensure that it is well integrated within their course(s) of study, and is well designed to support the wider implementation of the school's curriculum.</p> <p>ensure that remote education, if needed, enables all pupils to access lessons and learn, and monitor pupils' engagement and communicate with parents and colleagues effectively if there are concerns</p>	<p>Jasmine Smith Senior leaders Teachers All CREW</p>	<p>September training day onwards Teacher Meetings</p>	<p>SLT Meetings Observations HT Report to Governors</p>	
<p>9. Communication</p>	<p>9.1 Using the website and other methods communicate the school's offer as well as policies and approaches.</p> <p>9.2 Explore using short monthly videos to communicate some of the ways of working in the school that may not be apparent to members of the school community.</p>	<p>Communication</p> <p>How well children's learning and development are shared with parents as required by the EYFS, and the extent to which parents are supported to help their child to learn</p> <p>Whether leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education.</p>	<p>Rae Snape Matthew Webster Becca Napper Sam Kemp Senior leaders Teachers All CREW</p>	<p>September training day onwards Teacher Meetings</p>	<p>SLT Meetings Observations HT Report to Governors</p>	

Curriculum Intent - We want our children to be happy and healthy today, fulfilled in the future, and able to make their world an even better place.