



## National Society Statutory Inspection of Anglican Schools Report

### Milton Church of England C Primary School

Humphries Way  
Milton  
Cambridge  
CB4 6DL

#### Diocese: Ely

Local authority: Cambridgeshire

Date of inspection: 2<sup>nd</sup> March 2010

Dates of last inspection: 31<sup>st</sup> October 2006

School's unique reference number: 288776

Headteacher: Miss Sue Dorrington

Inspector's name and number: Mrs Jenny Daniels 664

#### School context

This is a larger than average school with 375 pupils serving an increasingly diverse community. Most pupils are of white British heritage but there has been an increasing proportion of pupils from other ethnic groups reflected in a greater number of pupils for whom English is their second language. The proportion of pupils with special educational needs has also increased steadily and is now broadly in line with the national average. The school is closely linked with the All Saints church which is situated within the village.

#### The distinctiveness and effectiveness of Milton as a Church of England school is good

This is a welcoming school with a strong sense of purpose and direction. The care and nurturing of all children is at its heart and permeates the whole school. The headteacher articulates a clear vision for the school which is embedded in Christian values. She is well respected by the whole community. She is passionate about her role and desire that every child matters and feels valued. The presence of the rector is an important influence on the overtly Christian character of the school.

#### Established strengths

- The school is a very caring, welcoming and supportive environment in which children, staff and parents feel valued.
- The rector plays a significant role in the spiritual dimension of the school.
- Christian values have an impact on personal development, and relationships across the school are a key strength.

#### Focus for development

- To extend and develop the monitoring of collective worship and evaluate its' impact on the children and wider community and consider planning for extended themes.
- To extend and increase the overtly Christian signage across the school.
- Create areas for quiet reflective contemplation around the school.

**The school, through its distinctive Christian character, is good at meeting the needs of all learners.**

Children talk very positively about their school. Across some areas of the curriculum, Christian values encourage the children to form positive relationships with each other both within and outside their year groups. A buddy system for new pupils operates across the school ensuring they feel safe and supported at school. Friendship benches in both playgrounds are used by children who may be feeling lonely, and children noticing them, will come over to invite them to join in with their games. The children behave well and are courteous and caring towards each other. Christian values are expressed through the children's responses to international disasters such as the recent Haiti Earthquake. Here the school council decided to raise money through organising a cake and toy sale after school. This was very successful and well supported by the whole school community. The school building is well cared for and displays of children's work demonstrate the respect and value placed on all children. The school grounds make a significant contribution to the spiritual development of the children. The allotment and developing greenhouse area is well cared for and central to the life of the school. Children learn to understand God's creativity and to become good stewards. Children are proud to be part of the Milton Allotment Group and involved in the national scheme 'Food Share'. Some of their produce is donated to the local Hospice in Milton demonstrating how they care for the needy within the village community.

**The impact of collective worship on the school community is good.**

Collective worship is overtly Christian and takes place every day with a well-documented record. The rector plays a significant role in the planning and delivery of collective worship alongside the headteacher. Themes are planned for a term in advance and follow the Church calendar, SEAL and promotes Christian values where possible. At the present time a different theme is chosen each week. The children found it difficult to recall some themes covered indicating that this format does not allow for the full impact of the message to become embedded. Worship sometimes informs children's thinking and they could talk about previous messages given and how they often get involved. These are the times they remembered most. Currently no child is withdrawn from collective worship. A time of quiet reflection is incorporated where children and staff can take the opportunity to be still and quiet and gather their thoughts. Children are invited to join in with an 'Amen' should they wish. Many children are involved by taking responsibility for the music. A large orchestra play enthusiastically and impressively to support the singing. Children are respectful during collective worship and keen to participate. No words are provided to the songs which ensure they focus on the words and the meaning of the songs. Currently there is little evaluation and monitoring of collective worship. This is an area that has been previously identified by the school and is seen as a priority. The rector is a regular visitor in school and is seen as a valued support for the whole community. He leads collective worship weekly in alternate key stages supported by a recently appointed Children's and Family worker from the Church. At key times throughout the year the Church is used for services. These are key events and parent helpers are welcomed as they accompany the children to the Church.

**The effectiveness of the leadership and management of the school as a church school is good.**

Stakeholders speak confidently and supportively of the school's Christian values. The headteacher, well supported by the governors, is an effective leader and steers the school, upholding the Christian values at every opportunity. The rector supports the well being and welfare of the whole community and provides spiritual support through his leading and input into collective worship. The children speak well of him. There is a regular and meaningful involvement in the school from parents of other faiths. They are invited into school to share their faith with the children and take on the responsibility for key displays around the school depicting their faith values and celebrations across the year. There is clear recruitment and induction procedures in place, which are designed to ensure new employees are sympathetic with the school's values. Governors are able to articulate their role in supporting the school and are determined to introduce more rigorous monitoring procedures to increase its effectiveness as a church school. The community use the school buildings during out of school hours. Parents support the school in many practical and fund raising ventures and appreciate the 'open door' policy that exists. Parents are comfortable in approaching the school and feel valued. There is a great deal of support for families across the community from support networks, family learning and family SEAL. The school has a clear and strategic

view of church school improvement and ensures that all stakeholders contribute to school improvement. The school, back in 2008, reviewed its vision and values statement that incorporates Christian values. This statement underpins all decision making processes. It is prominently displayed in the school's main entrance and on all publications and communications.

SIAS report: 02<sup>nd</sup> March 2010, Milton C of E VC School, Milton, Cambridge, CB4 6DL.